DOCUMENT RESUME

ED 221 091 HE 015 349

AUTHOR Chando, Carl M., Ed.
TITLE Impact: Advising for the '80s. Proceedings of the National Conference on Academic Advising (3rd, Omaha, Nebraska, October 14-17, 1979).
INSTITUTION National Academic Advising Association, Pomona, NJ.
PUB DATE Oct 79
NOTE 109p.
AVAILABLE FROM National Academic Advising Association, Stockton State College, Pomona, NJ 08240.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Academic Advising; Academic Persistence; Budgets; Career Change; *Career Planning; College Freshmen; *College Students; Educationally Disadvantaged; *Faculty Advisers; Higher Education; High Risk Students; Majors (Students); Models; Peer Counseling; Professional Education; School Holding Power; Small Colleges; State Colleges; Student Adjustment; *Student Development; Student Role

ABSTRACT

Proceedings of the 1979 National Conference on Academic Advising are presented. Contents include the keynote address, papers, and panel discussions. The 61 papers and authors include the following: "Some Recent Discoveries in Vocational Assistance" (John Holland); "Specific Responses to High Risk Students at a State College" (Linda Syrell, David King); "Peer Advising at Three Diverse Educational Institutions" (Herbert R. Ellison, Eugene Kane, William H. Kelly); "Confrontation Management: What Advisors Need to Know" (James E. Hendricks, E. Michael Walsh); "Career Advising--The Program at Huron College" (Al Panerio, Cyndy Chaney); "Assessment and Advisement: An Individualized Course Approach to Academic Advising" (William Young, Charlie Mitchell); "Addressing the Major Issues Involving Advising at a State University" (Vernon Williams, John Benson, Tom Bestul, Delivee Wright, Lawrence Bundy); "Academic Advising--A Model for Professionals" (Ray C. McClure); "An Assessment of Faculty Academic Advisor Training Programs at the Christian College Consortium Colleges" (Ronald L. Keller); "An Advising Center Which Includes the Pre-Health Professions" (Bettie Dale, Phoebe Samelson, Miriam Milleret); "Academic Advising on a Shoestring Budget" (Machree Ward); "A Method of Evaluating Advisors in Tenure Track Positions" (Michael E. McCauley, Dale Jones); "Advising Model for Mid-Life Career Change" (Michael Millea, Bernadette Skobjak); "Promoting Persistence through Freshman Advising" (Dennis D. Embry); "Academic Advising with Medical Students: A Program Description" (Ray M. Conroe, John W. McConnell, Sharon B. Satterfield); "The Role of Faculty Advisor in Retention of the Academically Underprepared Student" (Marilyn Jody, Raymond Ledford). (SW)

ED221091

PROCEEDINGS

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY

National Academic Advising Assn.

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

THIRD NATIONAL CONFERENCE ON ACADEMIC ADVISING

"IMPACT: ADVISING FOR THE '80s"

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

This document has been reproduced as received from the person or organization originating it.

Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

October 14-17, 1979
Omaha, Nebraska

PROCEEDINGS

OF THE

Third Annual Conference on

ACADEMIC ADVISING

Containing the keynote address, general session presentations, and summaries of paper sessions

Carl M. Chando, Editor

Hosted by Kansas State University

October 14-17, 1979

Omaha Hilton
Omaha, Nebraska

ACKNOWLEDGMENTS

The proceedings of the Third National Conference on Academic Advising represent not only another successful convergence of academic advising professionals, but also earmark the first conference of the newly incorporated National Association of Academic Advising (NACADA). Preserving the volume of information that has been annually exchanged for the past three years is proving to be a worthwhile endeavor. Literature relevant to academic advising has been lacking in the past and limited to only a few contributors, but hopefully this is just a shortcoming. These proceedings, at the least, provide us with information about the trends, the sources, the theories, and the recent developments of the expanding field of academic advising. It is my hope that NACADA will continue to support the publication of the conference proceedings yet to come.

As we continue to publish this material, the intent is to keep the costs as low as possible. As a result, much of the work is done by devoted people who receive no reimbursement for their efforts except that of a job well done. To these individuals I extend my sincere appreciation and gratitude for the contributions they have made.

First, to Mrs. Marjeanne Roach, the sine qua non of secretaries in the Student Development Center at Memphis State University, who is responsible for typing eighty per cent of this whole publication and as a result making the proof-reading much less of a burdensome task. The cost of publication was reduced enormously because of her skills, efficiency, and her willingness to help. Tom Grites, Dan Wesley, and David Hershiser were extremely helpful by providing complete transcriptions of the keynote address and the two general sessions, respectively. Gloria Bell of the Stenographic Service has continued to be most understanding, cooperative, and capable in performing all the detailed work involved in actually publishing both the second and third conference proceedings. Also, my thanks to those program presenters who sent me a copy-ready summary of their presentation as requested. Finally, thank you all for your total support in this endeavor to perpetuate our discipline.

Carl M. Chando

TABLE OF CONTENTS

Keynote Address

SOME RECENT DISCOVERIES IN VOCATIONAL ASSISTANCE
Dr. John Holland 1

Paper Sessions

SPECIFIC RESPONSES TO HIGH RISK STUDENTS AT A STATE COLLEGE
Linda Syrell, David King 5

PEER ADVISING AT THREE DIVERSE EDUCATIONAL INSTITUTIONS
Herbert R. Ellison, Eugene Kane, William H. Kelly 5

CONFRONTATION MANAGEMENT: WHAT ADVISORS NEED TO KNOW
James E. Hendricks, E. Michael Walsh 6

CAREER ALVISING--THE PROGRAM AT HURON COLLEGE
Al Panerio, Cyndy Chaney 8

ASSESSMENT AND ADVISEMENT: AN INDIVIDUALIZED COURSE APPROACH TO ACADEMIC ADVISING
William Young, Charlie Mitchell 8

ADDRESSING THE MAJOR ISSUES INVOLVING ADVISING AT A STATE UNIVERSITY
Vernon Williams, John Benson, Tom Bestul, Delivee Wright, Lawrence Bundy 9

ACADEMIC ADVISING--A MODEL FOR PROFESSIONALS
Ray C. McClure 14

AN ASSESSMENT OF FACULTY ACADEMIC ADVISOR TRAINING PROGRAMS AT THE CHRISTIAN COLLEGE CONSORTIUM COLLEGES
Ronald L. Keller 15

AN ADVISING CENTER WHICH INCLUDES THE PRE-HEALTH PROFESSIONS
Bettie Dale, Phoebe Samelson, Miriam Milleret 17

ACADEMIC ADVISING ON A SHOESTRING BUDGET
Machree Ward 21

MONKEY IN THE MIDDLE--CHALLENGES TO THE ACADEMIC ADVISOR'S PROFESSIONAL INTEGRITY
Everett E. Hadley, Ruth Wessler 22

MBO IN FRESHMAN ADVISING AT DUKE UNIVERSITY
Elizabeth S. Nathans 23

A METHOD OF EVALUATING ADVISORS IN TENURE TRACK POSITIONS
Michael E. McCauley, Dale Jones 24

ADVISING MODEL FOR MID-LIFE CAREER CHANGE
Michael Millea, Bernadette Skobjak 26

THE APPRAISAL INTERVIEW MODEL
Marcia D. Escott, Vincent Hazleton 27

A THREE-PRONGED APPROACH TO IMPROVING ADVISING: EXPANDING, EXTENDING AND ENHANCING RESOURCES
Vernon Williams 29

PROMOTING PERSISTENCE THROUGH FRESHMAN ADVISING
Dennis D. Embry 30

CREATING A COMPREHENSIVE, LOW COST USABLE ADVISING HANDBOOK FOR A SMALL COLLEGE OF LESS THAN 3,000 STUDENTS
Iris Landa, Tracy R. Teele 31

PROJECT TEMPUS FUGIT--A SERVICE SYSTEM FOR UNDECIDED MAJORS IN THE COLLEGE OF ARTS AND SCIENCES AT BOWLING GREEN STATE UNIVERSITY, OHIO
Sharon M. Clark 32

ACADEMIC ADVISING WITH MEDICAL STUDENTS: A PROGRAM DESCRIPTION
Ray M. Conroe, John W. McConnell, Sharon B. Satterfield 34

THE ROLE OF FACULTY ADVISORS IN RETENTION OF THE ACADEMICALLY UNDERPREPARED STUDENT
Marilyn Jody, Raymond Ledford 35

PEER ADVISING: SELECTION TO EVALUATION
Jeanne M. Lagowski, Neal A. Hartman 36

ADVISING WITH AN INTERNATIONAL ACCENT: ACADEMIC ADVISING FOR FOREIGN STUDENTS
Faith Abbey 37

ACADEMIC ADVISING CENTER
Susanne Masi 38

A NEW STUDENT WORKBOOK FOR ACADEMIC ADVISEMENT
Rita E. Walter 39

MULTISYSTEMS ADVISING IN A COMPREHENSIVE UNIVERSITY: ACHIEVING UNITY THROUGH DIVERSITY
Billie C. Jacobini, E. Michael Walsh, Jane Harris, Jeanette Jenkins, William Doerr 41

DEVELOPMENT AND IMPLEMENTATION OF A MENTOR PROGRAM
Ellenor Mahon 44

ADVISOR RESPONSIBILITY FOR PROVIDING LEADERSHIP TO GET INSTITUTIONAL COMMITMENT TO ACADEMIC ADVISING
Dan Wesley 46

PROGRAM EVALUATION: BOON OR BURDEN?
Patrick Linnane, Jane Crisler 47

General Session Panel I
ADVISING'S BOTTOM LINE IS AT THE TOP 47
Sr. Collette Mahoney 47
Dr. Donald J. Mash 50
Dr. Robert E. Glennen 52

Paper Sessions
UNIVERSITY 101: A UNIQUE PROGRAM FOR RETENTION THROUGH ADVISEMENT
Paul P. Fidler, John N. Gardner, Neal A. Hartman 55

INTERPRETING AND USING TEST SCORES IN ACADEMIC ADVISING: A PRACTICUM FOR NEW ADVISORS
Thomas E.R. Redmon 56

GAINING SUPPORT FOR AND IMPLEMENTING A FACULTY ADVISEMENT PROGRAM THROUGH THE USE OF A FACULTY COMMITTEE
Judith Bresalier 57

INCREASING THE ACADEMIC SURVIVAL RATE OF HIGH-RISK STUDENTS
Stayner Landward 58

PEER SUPPORT
Susan Heitzman 60

WORKSHOP^2 OR HOW TO DEVELOP A WORKSHOP FOR FACULTY ADVISORS
Thomas J. Grites 61

AN INTEGRATED APPROACH TO ACADEMIC ADVISING: HOW TO MUSTER THE RESOURCES YOU HAVE TO MEET YOUR NEEDS
Terry Coye, Bette Martin 63

CENTRAL ADVISEMENT OF UNDECLARED STUDENTS USING A FACULTY-STUDENT TEAM APPROACH
Raymond Ledford, Barbara Mann, David Tedrow 64

ACADEMIC ADVISING FOR CONTINUING EDUCATION: AN ASSESSMENT OF THE PERCEPTIONS OF STUDENTS, FACULTY, ADVISORS, AND INSTITUTIONAL COMMITMENT
Thomas J. Kerr 65

A WORKING MODEL FOR ACADEMIC AND CAREER/LIFE PLANNING
Mary Jo Ferlini, Robert W. Rozzelle 66

REDUCING MATH AVOIDANCE FOR WOMEN AND MEN STUDENTS THROUGH THE TRAINING OF FACULTY ADVISORS
Beverly Prosser Gelwick, Charles Stuth 68

TECHNOLOGY, PLAIN AND FANCY: AN ADVISING TOOL FOR SMALL AND LARGE INSTITUTIONS
James Kelly, Edward Danis 69

ADMINISTRATIVE AND PROGRAM PROVISIONS FOR UNDECLARED MAJORS
Arnold J. Menning, Gene Kafka, Carl M. Chando 70

WILLIAM PERRY'S FORMS OF INTELLECTUAL AND ETHICAL DEVELOPMENT IN THE COLLEGE YEARS: IMPLICATIONS FOR ADVISING SYSTEMS
Robert E. Gardner 73

A PRIMARY COMPONENT OF EFFECTIVE FACULTY ADVISING TRAINING PROGRAMS: ASSESSING AND IMPROVING PERSONAL SKILLS
Toni Trombley 73

ADVISING THE STUDENT ATHLETE--SPECIAL PROGRAMS FOR SPECIAL NEEDS AT O.D.U.
Walter Earl 74

HELPING MARGINAL STUDENTS IMPROVE ACADEMIC PERFORMANCE THROUGH SELF-MANAGEMENT TECHNIQUES
Lynn Pawlicki 75

THE EXIT INTERVIEW--HOW CAN IT POSSIBLY HAVE AN IMPACT ON RETENTION
Rita E. Walter 76

HOW GOOD IS YOUR ADVISING PROGRAM? A SELF-INQUIRY TECHNIQUE
David S. Crockett 78

THE EFFECTIVE UTILIZATION OF PEER ADVISORS
Lois G. Goldberg, Margaret Ann Landry, Wes Habley 81

DECENTRALIZED ADVISING AT A CAREER ORIENTED INSTITUTION: AN ANALYSIS
James B. Turner, Matthew A. Klein, Vordyn D. Nelson 83

FRIGHTENED FRESHMEN AND PANICKED SENIORS/A LIBERAL ARTS DILEMMA
James J. O'Connor 83

SURVEY OF AVAILABLE COGNITIVE STYLE INSTRUMENTS
Nancy Dixon 84

CAREER AND ACADEMIC ADVISEMENT NEEDS OF THE NON-TRADITIONAL STUDENT: FACULTY AND STAFF ROLES
David C. Karlson, Michael Katz, Carl Cook, Frank Carney, Bert Wilson 85

A PRE-LAW ADVISING PLAN USING A SET OF SEQUENTIAL TOPICS GEARED TO EACH OF THE UNDERGRADUATE YEARS
Nancy Twiss 85

General Session Panel II
Donald J. Carstensen 87
William Cashin 89
EVALUATION AS A CATALYST FOR INSTITUTIONAL CHANGE AND FACULTY DEVELOPMENT
Toni Trombley 91

Paper Sessions
THE OTHER SIDE OF THE COIN: THE STUDENT'S RESPONSIBILITY IN ACADEMIC ADVISING
Carol R. Patton 93

A MODEL FOR INDIVIDUALIZED DEGREE PROGRAM PLANNING
Jane Shipton, Elizabeth H. Steltenpohl 94

A MODEL FOR COMPUTER ASSISTED ADVISING
Mary Trevino, Maria G. Mosqueda 95

MAKING ADVISING MORE THAN COURSE SELECTION: CURRENT AND POTENTIAL STRATEGIES
E. Michael Walsh 96

A FRESHMAN CLASS: WHAT HAS BEEN LEARNED IN TWO YEARS
James F. Caldwell 97

AN ALTERNATIVE APPROACH TO ACADEMIC ADVISING
Cheryl J. Polson 98

PLANNING FOR COLLEGE SUCCESS--STUDENTS MAKING THEIR OWN DECISIONS
Sharon Van Tuyl, Carol Weitzel 99

A SPECIAL ADMISSION AND ADVISING PROGRAM FOR THE MARGINAL STUDENT--THE ACADEMIC OPPORTUNITY PROGRAM
Sheila Hall, Cindy W. Alsup 100

LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT
Wanda D. Bigham 102

Keynote Address

SOME RECENT DISCOVERIES AND DEVELOPMENTS IN CAREER ASSISTANCE

Dr. John Holland
Professor of Social Relations and Psychology
Johns Hopkins University

I had some troubles in finding a suitable talk.

Your program chairpersons rejected my standard, tested, multipurpose talk, "My life with the SDS." They also didn't like a new talk that I have been working on for some time. The title was created by an Australian friend who had been out in the bush too long. It's called "Stalking the Reluctant Adviser." Your chairpersons said this topic was "too narrow and a little strange."

I didn't like their suggestions. Can you imagine a talk about the "History of Career Development: "Milestones, Millstones, and New Stepping Stones?" I wrote them saying I could not develop such a talk, and I would not enjoy listening to such a talk.

In the meantime, I had several occasions to give talks. I found that I was tired of my favorite talk. I found that I could never make the adviser talk into anything that went well. So I began thinking about a third talk. This one was called, "Vocational Explorations" --a report of some on-going research. This talk confused and irritated the small groups I tried it out on.

Finally, I decided to create a new talk by using only the presentable portions of the old and new talks. I call this collage of career research and speculation, "Some Recent Discoveries and Developments in Career Assistance." This is a selective review of some striking research findings in the study of careers and in the evaluation of the many forms of career assistance. In short, or more accurately, in a long sentence, I will attempt to summarize what we have learned from the application of occupational classification systems to career data, vocational aspirations, and test data, and from the experimental assessment of the influence of tests, seminars, and counselors on students. Finally, I will spell out some of the implications of this new knowledge.

Now you are wondering if a talk at this hour can keep you awake? I'm worried too, but for a different reason. I rarely go to work before 10, and I sometimes go home early, when I become discouraged.

If things go badly, I have brought along a rejected research article which I can give a humorous reading. Three journals editors thought it was humorous. I can also demonstrate a new assessment device that is age-fair, race-fair, sex-fair, and social-class fair. It has only two minor defects. It has no validity or reliabiliaty, but everyone enjoys taking it once.

OCCUPATIONAL CLASSIFICATION SYSTEMS AND TYPOLOGIES

I will begin with a summary of what we are learning by applying occupational classification systems and typologies to personal and occupational data. I will summarize the main ideas of this new knowledge in five, easily comprehended generalizations.

First, there are probably only five to eight kinds of work in the world. True, there are thousands of different job titles, but multiple analyses by researchers with divergent techniques, biases, and data result in a limited number of similar categories.

These outcomes mean that we can organize occupational information in a relatively small number of categories. Consequently, occupational data can be stored, retrieved, and understood more easily than in the past. Students, counselors, faculty and researchers no longer have to have special training to use this information.

Second, it is also possible to organize vocational aspirations and interest inventory scores into groups of five to eight categories. For some purposes, people are not infinitely complex. These primitive schemes for characterizing people make a person's exploration of the occupational world a more manageable and satisfying activity. "A person like you might want to look into occupations like the following." The identification of potentially compatible alternatives has become a brief and relatively simple process--at least for many people, but not all.

Third, the application of classification systems to work histories usually yields patterns of stability or lawfulness. In plain English, there is a strong tendency for people to keep doing the same kind of work from one year to the next. Job titles may change, but the trail of jobs in a person's life usually spells out a theme of mechanical work, supervisory and sales work, artistic work or some other kind of work. Classification systems function to make the identification of themes or common denominators an easy task.

The pattern of stability or instability in a person's history of aspirations or jobs has some practical value. Chaotic patterns such as "I am considering becoming a business executive, musician, educator or chemist"-- are often associated with an unstable career history and accompanied by less satisfaction and achievement. In other work, we are finding that people with divergent career goals are more apt to lack a clear sense of identity and to profit more from the more elaborate forms of career assistance.

Fourth, different classifications yield similar results when they are applied to the same data. The American Dictionary of Occupational Titles, The Canadian Dictionary of Occupations, The McCormick Position Analysis, The Minnesota Occupational Classification and other systems have much in common. All is not lost in social science! It is also reassuring to know that one or more of these schemes has been applied to the aspirations or work histories of representative and non-representative samples ranging in age from 7 to 70 and that similar results are obtained.

Finally, the organizing properties of classification systems can be used to devise assessment devices, to estimate change in employment patterns in the United States, to devise personnel classifications and to interpret group data. For instance, I tried to estimate the distributions of occupational types who would be here today. From these estimates, I tried to cast my talk in terms that would appeal to the dominant types: Social and Enterprising types. If I were to give this same talk to a group dominated by Investigative types, there would be a little humor, more numbers and more doubts and worries.

VOCATIONAL ASPIRATIONS AND INTENTIONS

The recent classification work has also led to a reexamination of the meanings and value of a person's vocational goals. Less than 10 years ago, most professionals regarded a person's intentions such as "I want to be a social worker" as interesting but unreliable talk that must always be reexamined with a more reliable psychological device--preferably one that must be scored by a machine. Many studies now make it clear that a person's self-expressions of vocational intention (when categorized by almost any classification scheme) are a relatively efficient index of what a person may do. In addition, a person's vocational aspirations can serve as a useful vehicle for self-assessment and self-understanding.

I would like to summarize three main findings about the virtues of vocational aspirations.

First, the category of a person's vocational aspiration is an efficient forecaster of the category of future job or future aspiration. For example, if a student aspires to chemistry, it is likely that he/she will still be in some field of science 4 years later. Or, if a person is currently employed in sales, the odds are high that he/she will be in the same, or a closely related field, such as administration, five years later.

Second, vocational aspirations are usually as predictive of future job as any interest inventory is. Studies of high school and college students for periods of 4 to 11 years reveal that a student's aspiration is as predictive of a field of work as a student's interest scores. These results now hold for five popular inventories with divergent characteristics and origins.

Third, very efficient predictions can be obtained by using a student's aspiration along with an interest inventory. For example, if a student aspires to education and the inventory also indicates education, then predictions in the 70 to 85 per cent range have been obtained. In contrast, when aspiration and inventory imply divergent alternatives, the efficiency of both aspiration and inventory drop to only 20 to 35%!

These and related findings have several clear implications: treat a person's intentions with respect and become more skeptical about test results. Learn to code and interpret vocational aspirations as well as you can interpret inventory profiles, letters of recommendation, student papers, or your favorite diagnostic technique. And, learn how to integrate aspirations, test scores and personal histories.

INFLUENCE OF PERSONAL AND IMPERSONAL FORMS OF VOCATIONAL ASSISTANCE

Now I want to talk about another kind of research--the influence of counselors, career programs, tests, workshops and other interventions. We need to know what things work so we can abandon or revise our programs.

Ideally, we need a clear knowledge of what kind of vocational service will be most helpful for what kind of student so we could tailor services to student needs and could reduce some of the anything-and-everything-goes activity on our campuses. A better knowledge should also lead to more cost-effective services.

At this time, there are more than 100 studies that are concerned with the effects of vocational treatments. I won't review these experiments in any detail (that's the good news), but I will summarize the main findings and spell out some of the implications.

These experiments usually entail the following general plan. Students are assessed for their current vocational aspirations, satisfaction with their choice, degree of decidedness, degree of self-understanding, or related ideas, then students are assigned randomly to different experimental treatments (take an interest inventory, see a professional counselor, use a vocational card sort, or receive some other treatment), and finally after the treatment--either immediately or at intervals up to three months later--students are again polled for their vocational aspirations, ratings of the treatment, information-seeking or job-seeking activity and related criteria.

The first group of experiments has been concerned with evaluating the effects of career-programs, tests, and counselors in a wide range of high school and college populations. In general, these studies have revealed that it is possible to find some evidence for the beneficial influence of almost any vocational intervention: counselors, interest inventories, career courses, career education programs, vocational card sorts.

Next, a second group of experiments has been performed to estimate the relative value of some of the more promising treatments discovered in the first group of evaluations. These new experiments involved the comparison of the effects of different interest inventories (3 times), the comparison of unstructured treatments (like the Vocational Card Sort) and structured treatments (interest inventories). And, much to everyone's surprise and dismay, none of these comparisons result in a clear victory for anyone's favorite idea or treatment.

Undaunted, researchers moved on to a third group of experiments. I call these "piling it on" or "additive" treatments. You take two or more treatments and apply both to students. These experiments have included adding two interest inventories together, adding a card sort to an interest inventory, adding an interest inventory, a group session, and a

counselor together. Generally, these combinations [illegible] no more effect than a single treatment. The vocational aspirin is usually as good as two.

Most recently, researchers have turned to more analytical experiments. In six different experiments, they discovered that revising the directions for an interest inventory, using machine or self-scoring, providing more or fewer vocational options do not result in more or less beneficial outcomes.

These analytical investigations have now led to three experiments that advance our understanding. In one experiment, high school students were polled for their expectations for the interest inventory that they were about to take. Both females and males indicated that they wanted most of all, "reassurance" about an aspiration they already had. "Wanting more alternatives" ranked well below this desire. High school girls wanted more or fewer options to about the same degree. Boys wanted fewer options rather than more. In this same investigation, we found that students with a clear sense of identity rated the helpfulness of the interest inventory higher than did students with a diffuse sense of identity.

In two related experiments, researchers found that college students who appeared most confused in their vocational decision-making gained the most from elaborate career workshops. In contrast, college students with a relatively clear sense of identity and few decision-making difficulties reported that they benefited more from informational activities (using the DOT, OOH, talking to faculty and employers).

Now I want to suggest some interpretations of this work. Taken together, these more analytical experiments imply that the beneficial effects of inventories are due to the common elements present in divergent inventories, workshops, and related treatments. These common elements include: (a) exposure to occupational information in career materials and tests, (b) cognitive rehearsal of vocational aspirations in the process of filling out inventories and talking to counselors or advisors. And (c), the combination of occupational information and rehearsal probably stimulates conceptions of occupational structure and self-understanding. These events seem likely, because the average student knows very little about the occupational world so that a small amount of new information makes a big difference.

In addition, our general failure to find different effects for different treatments occurs because the success of a treatment depends on a student's expectations for that assistance and sense of identity. Also, some counseling experience suggests that students wish to invest different amounts of effort and money in their vocational planning. Our ideas about student needs and student ideas about their needs often diverge.

SOME PRACTICAL IMPLICATIONS

The practical implications of this new knowledge and my speculations are both controversial and sometimes ambiguous, but I offer some of these ideas to stimulate discussion and evaluation of your institutional advising and career services. The first question is: "Are you exploiting classification systems?"

Are your occupational files organized in some shape that people, especially clients, can understand? Or, are they organized so that you need a professional to show you how to use it? Do you use classification schemes that are organized by fields of study? Have you published what occupation people hold now and what their majors were earlier? This is the lowest level of activity, and the next stage would be to organize that information. Any scheme will show you these relationships. Students find this very reassuring, and it would be even better if it were organized a little.

The second kind of question is "Do you show an interest in the student's aspirations?" I've been thinking about things you could teach faculty that wouldn't require much effort, thought, or feeling. We could ask students what they plan to do when they graduate and what contingency plans they have, i.e., to have them rehearse their plans and develop some self-understanding. The last task for the adviser is to show interest in the plans by supporting the person's plan.

Third, with respect to advising and career programs, all institutions should have a wide range of treatments or services. I've worked out five different treatments and found that, with such choice, people complete the treatment more often and seem to get more out of it. I ask them how hard they want to work and tell them they can take this "thing" (self-directed search) or I have a 3 1/2 hour treatment called the Vocational Exploration and Insight Kit. Then I have a career Seminar for freshmen and other "lost souls." I have a course for people who want to peek at their vocational problems, but don't want anybody to know, called Vocational Problems and Theory. And I have another treatment--seeing me as a professional counselor once a week for as long as you want. With these choices I literally can deal with about 125-150 people a year as a very part-time activity.

You need the variety because students come with a variety of notions about how hard they want to work, how much money they want to spend, and how close they want to get to some professional. We are finding with these self-help materials that many people do not want to work in a warm, personal relationship with somebody; they want to find it out on their own and don't want you to know.

A second idea is to examine the distribution of these services I'm talking about and compare it with a distribution of student needs. Frequently students are paired with faculty with whom they can't possibly have much in common, simply by virtue of age.

A third item about advising programs is to determine if all information about courses, major fields and occupational information is actually and easily accessible. Another idea is to determine if students can select the treatment themselves or are they routinely forced through a standard set of experiences. Everybody does not need everything, and I would urge you to try out some of these new diagnostic schemes for assessing where a student seems to be in their decision making (Harren's Vocational Decision Making Scheme,

Osipow's "Undecidedness" Scale, or my own "My Vocational Situation").

Additionally, we're trying to find out what kinds of students are helped by what kinds of experiences. We think maybe there are just three kinds of treatments: cognitive (instructional or relational), supportive (seeing counselors or working in a group), and informational (using the DOT or OOH). We've found that seeing advisors is primarily informational and is liked most of all by those who are clearest about who they are or who have high scores on this "Identity" scale.

I see some special roles for advising personnel and faculty. I would use faculty for informational services only and make a deal with them--have them send those people who are very confused to career and advising specialists and in return receive those persons who show an interest in their fields. Despite the fact that faculty should regard student advising as an integral part of their job and something they should not be paid extra for, the structure promotes them not for good relationships with students, but for total course load, the absence of people going negatively to the Dean (rather than people going positively to the Dean), publications, and community service. It's hard to shift, for long periods of time, to listening to students. The structure is wrong.

The reversal of this role would be for the advising specialists to work hard on the instructional and supportive aspects of helping students. Let the faculty, employers, and graduates in the community help with that activity.

Now what? I don't have a summary for this talk, but I would like to emphasize the need for more evaluation and critical thinking. At the present time we have an abundance of programs and ideas for helping students. At the same time we have very little evidence about the actual effects of these treatments. As a result, practitioners and administrators must select materials and develop programs with very little concrete evidence to guide them.

Although it is unreasonable to expect every institution to conduct complex and comprehensive evaluations of every program or service there are many useful alternatives to these evaluative Hollywood productions. For instance, students can be asked to rate the usefulness of materials and programs. Practitioners can conduct simple inventories to assess the popularity and usage of materials and programs. Likewise, practitioners and advisers can encourage better evaluations by asking authors, publishers, and other entrepreneurs more pointed questions. "Show me the evidence that your product helps undecided students!" If you are less forceful, you might try "Do you have a published report I might read?"

Unless we do more counting, evaluating, and thinking our collective ability to help students will not improve much. The job of evaluation and critical thinking is too big and too important to be left to a small group of researchers, authors, and publishers. In addition, these preliminary evaluative studies will help us take the next big step--why do some programs work better than others? Satisfactory answers to this question will make it possible to create more useful services.

Now in terms of everything I've said, I'm going to tell you why not much is going to happen. I have a new kind of test called "The Openess to Change Test" (5th Revision). I made this up on an airplane years ago when I couldn't figure out how to end a talk, and here I am again. This test has only one item, so you have to listen very carefully.

"I have a plan for increasing both the quality of student advising and student services and reduce your total budget for those services by 25% in the first year of the plan." (Think about this for a few seconds).

If you thought "I can't see how you can do it" or "it has never been done before," you get a score of zero.

The test manual suggests that you are conservative, dependent, cautious, and a convergent thinker. Stay in administration.

If you thought: "I would like to hear more about your plan," or "I have an idea for solving one of the little problems in the total problem of personnel services," or, "I would like to help" you get a score of plus 1. The test manual suggests that you are open-minded, constructive, original and a troublemaker. You may find it helpful to spend more time consuming hobbies, or better yet, stay in research and out of practical problems.

Thank you.

SPECIFIC RESPONSES TO HIGH RISK STUDENTS AT A STATE COLLEGE

Linda Syrell, Assistant Dean of Students
David W. King, Assistant Dean/Arts & Sciences
State University of New York--Oswego

This program presented three facets of an intrusive approach to academic advisement of high risk students. Information and evaluation of approaches in use for one-three years on a state college campus of 7,000 students were given. The presentation focused on the services of a Student Advisement Center which is a source of immediate help to all students and of academic advisement for all undecided students, the development and use of a Mentor Manual, emphasizing the differentiated advisement needs of students, and a Student Academic Advisement Manual, which emphasizes self-help; and finally, an intrusive approach to selected students who are allowed, following an appeals process, to continue at the institution after they have been academically disqualified.

PEER ADVISING AT THREE DIVERSE EDUCATIONAL INSTITUTIONS

Herbert R. Ellison, Associate Dean for Academic Advising, Wheaton College
Eugene Kane, Professor of Chemistry, Millsaps College
William Kelly, Associate Dean, University of Vermont

The panelists examined similarities and contrasts among peer advising systems that have been developed at three relatively small, diverse educational institutions. They considered how peer academic advisors are recruited and trained, the nature of administrative support, and how the programs are evaluated. Each panelist made a short presentation and then the session was opened for discussion. The program was aimed at anyone interested in starting a peer advising system or who wished to see how they are run elsewhere.

At Wheaton College in Norton, Massachusetts qualified students apply to become Preceptors during February, are selected by the Academic Advising staff and a former Preceptor in March, and take a seminar during April and May. Topics included in the seminar are developmental theories, counseling theory, the rationale for a liberal arts college, and some learning psychology. Preceptors are paired with faculty advisors with whom they will be working during the following year with groups of approximately ten new students.

Preceptors return for two days of workshops before the opening of the new school year. Additional training in counseling, especially with study skills and academic matters, is included. Time is spent building up team spirit among all members of the residence hall staffs (Head and Assistant Head Residents, and Health Advocates as well as Preceptors). During the fall the Preceptors meet together weekly to share experiences, joys, problems, and receive additional training. Preceptors receive credit and a grade based upon their work in the seminar and the field experience in the residence halls. Evaluation is accomplished through direct observation by the Director and questionnaires to the faculty advisors, freshmen, and Preceptors themselves.

Peer Advisors at Millsaps College in Jackson, Mississippi are selected in March by the Committee on Academic Advisement and Orientation. This committee, made up of students, faculty, and administrators, also selects the 24 faculty advisors. Twenty-four teams, plus five reserve teams, are made up, each containing one faculty member and two students, usually one female and one male.

Team spirit is emphasized at the Spring Workshop. A seminar is conducted to help advisors guide freshmen in selecting courses with an eye to the best match between the student's capabilities, background, interests, and career goals. A general session on the goals and objectives of advising and review of the Advisors' Handbook is included. During the pre-school Fall Workshop the theme is again teamwork in advising with the emphasis placed on adjustment to college, study habits, and the developmental role of the advisors.

During the first six weeks of school the Peer Advisors monitor freshman adjustment by weekly individual encounters. Regular sharing sessions for Peer Advisors are held in the fall for the purpose of program feedback, discussion of problems, and re-emphasizing the professional role of the Peer Advisor. Evaluation of the advisory system is by direct observation, reports, and by polling of the freshman class after spring mid-term.

The peer advising program at the College of Agriculture, University of Vermont, a fairly small academic unit within the university with a freshman class of normally 150 students, is an example of what can be done in a professional school offering a variety of programs. Its purpose is the same as the other two programs, namely to help new students, primarily freshmen, have a smooth transition to college life. Student advisors in addition to faculty advisors are used to facilitate this process. Students with at least a 2.8 GPA may apply during the fall semester of their junior year. Final selection is done by a student committee near the end of the fall semester. All student advisors receive one credit for each semester.

During the spring semester a weekly seminar, coordinated by the graduate assistant in the Dean's Office, is held for all newly selected student advisors. They, plus the current group of Senior Student Advisors, are brought up to date on all facets of advising. Some of these students are selected to act as student advisors during the June orientation for new students.

During the summer months each of these new student advisors is assigned four to six new students and is expected to contact them before and immediately upon arrival on campus in the fall. These student advisors continue to work with the same group of new students throughout the first year to help them with academic advising as well as with all other problems of campus life. Evaluation indicates that the program is strongly recommended by both faculty and students. It is a great learning experience for the student advisors, is a real asset for all new students, sharpens the advising done by the faculty, and provides better feedback on instruction and other academic matters; all conclusions shared by the other two schools.

CONFRONTATION MANAGEMENT: WHAT ADVISORS NEED TO KNOW

James E. Hendricks, Ph.D., Coordinator, Correctional Services/Law Enforcement
E. Michael Walsh, Ph.D., Academic Advisor, Division of Baccalaureate Studies, School of Technical Careers
Southern Illinois University at Carbondale

Advising is not thought of as a high stress occupation. If asked, most educators would say that advising involves generally smooth relationships with students. Advisors, however, can become involved in conflicts. Sometimes these arise from behavior on a student's part ("I got a D in a course--I want you to get it changed") and sometimes they arise because the advisor initiates the conflict ("You missed your advising appointment yesterday"). Whatever the sources of the conflict, many advisors do not know how to deal with it when it arises. Some fear it and avoid it at all costs; others handle it with unsureness--well in certain cases and poorly in others.

The goals of this paper are (1) to acquaint the reader with the concepts and the techniques of confrontation management, (2) to assist the reader in distinguishing between constructive confrontation and destructive confrontation, and (3) to increase the reader's skill level in resolving typical problems that involve conflict.

DEFINITION

Confrontation is the effective management of interpersonal conflict. In the constructive sense here defined, confrontation can be used to improve interpersonal effectiveness, thereby improving relationships with others.

Unfortunately, some advisors avoid crisis and confrontation because they view all confrontations as having a negative effect on the relationship. Confrontation, they think, cannot have a positive effect.

Admittedly, confrontation can be used destructively. It can be stupid--"Let's confront just to blow off steam and not learn anything more about the other person"--or psychopathic-"Hey, life is a game of winners and losers, and the winners are the people who step on other people." This is negative confrontation. One easily recognizes it in students, especially when they are antagonistic. Advisors also can engage in negative confrontation. With the power they have over students, advisors can communicate a lack of respect to the student by exploiting conflict ("You got a D in a course--that's dumb"). Negative confrontation, very simply, is putting people down without attempting to help them examine themselves. As a result, the advisor, the student, or both, leave with less than positive feelings about their relationship.

Confrontation, however, is only negative if advisors have not learned to use it to improve their relationship with students. It can be appropriate and effective if advisors have mastered the skill of positive confrontation. By doing so, advisors can deal better with discrepant behaviors and expand their interactions with students.

RULES FOR CONFRONTATION

In order to become effective at confronting positively, advisors need to adopt certain attitudes regarding confrontation. Unless they adopt these attitudes, the skills and behaviors involved in effective confrontation management may lead unwittingly to negative confrontation.

1. Don't confront unless you intend to get involved.
2. Recognize that the purpose of confrontation is to allow the person being confronted to engage in better behavior.
3. Understand that there are two aspects of the relationship which determine the extent of the confrontation:
   a. The ability of the person being confronted to act upon the relationship:
   b. The quality of the relationship (Johnson, 1972).

RULES FOR CONFRONTATION

In order to engage in positive confrontation, many advisors need to pay special attention to the following twelve interpersonal skills and behaviors. Advisors need to have these as regular parts of their behavioral repertoire.

1. State the problem (make personal statement to describe the behavior).
2. State the goal of the session. Make a relationship statement, using the words I and we.
3. Focus feedback on behavior, not the person. For example, "He talked considerably," rather than "He is a loudmouth."
4. Focus feedback on observations, not inferences. For example, what you see and hear, rather than inferring some opinion about the observation.
5. Focus feedback on description, not judgments. Judgments refer to a personal frame of reference or value system, whereas a description represents neutral reporting as far as possible.
6. Focus on what is happening here and now, not on events external to this situation.
7. Share information; do not give advice. Remember not to overload.
8. Focus on what is said, not why it is said. For example, focusing feedback on what is said rather than why it is said, especially as to the what, how, when, and where, of what is said. Be related to observable characteristics. If you relate feedback to why things are said, you go from the observable to preferred, bringing up questions of motive or content.
9. Focus on exploring alternatives rather than finding solutions.
10. Follow the confrontation (for example, expression of anger) by a positive statement (Johnson, 1972).

THE PROCESS OF CONFRONTING

Although no step-by-step process can be applied to all situations involving conflict, in many situations the following steps can be helpful in bringing about the resolution of conflict. These eight steps need not be taken in the order given, but the first four should precede the last four.

1. Make a personal statement. Use the words I, my, me.
2. Make a feeling statement. (I feel...)
3. Make a relationship statement. ("We can work together to give you the information that you need.")
4. Describe behavior.
5. Make an understanding response: "You feel _____ because (reason for the feeling)."
6. Make a supportive response. ("I appreciate talking with you.")
7. Negotiate for meaning. (This can be done by asking questions such as "What does it mean to you?" or "How do you feel?")
8. In closing, summarize and be receptive to feedback. Have the student summarize what you, the advisor, said (Johnson, 1972).

These tasks will improve the whole advising session. Advisors who have accepted the attitudes and behaviors associated with confrontation management are likely to see improvement in their interpersonal relationships with students, less fear of conflict, and greater satisfaction from their job.

REFERENCES

Berenson, B. G. and Mitchell, K. M. Confrontation. Amherst, Mass.: Human Resource Development Press, Inc., 1974.

Johnson, D. W. Reaching Out. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1972.

Truax, C. B. and Carkhuff, R. R. Toward Effective Counseling and Psychotherapy: Training and Practice. Chicago: Aldine Publishing Co., 1967.

CAREER ADVISING--THE PROGRAM AT HURON COLLEGE

Al Panerio, Career Program Coordinator
Cynthia Chaney, Career Advisor
Huron College, South Dakota

Huron College is a small, liberal arts, church-related school which has within the last three years undergone a complete curriculum revision. Traditional majors and the "old standard" faculty advising system have been replaced by Career Majors and Career Advisors. Students and career advisors plan a career major with our curriculum to develop the skills and flexibility needed for the future. A career major is defined as a combination of two or more academic concentrations.

In our program presentation we detail our two year-old career advising program which is based on the integration of our liberal arts curriculum with the world of work. We do this by coordinating the advising, internship, and placement functions of the college through a central office. Eight especially selected and trained advisors counsel students and help them make their career decisions. We have developed week-long training sessions for our advisors prior to fall term registration and have found resources to send them to regional and national workshops to aid in their development. To facilitate advising, each advisor has the use of a locally developed Advising Manual which details course and subject area requirements. The manual is updated each semester. The Coordinator of Career Services provides both career advisors and students with data about employment trends, salary expectations, etc. to assist in the career decision. The Internship Officer also works closely with students and advisor to generate opportunities for on-the-job experience early in the student's academic career.

We have generated an evaluation form which we have given to the students in the program and the program has been evaluated externally by several agencies. At this point we have been pleased by the comments which we have gotten. We intend to keep monitoring the program as it develops to assess its effectiveness and to see how our retention rate is affected.

This presentation is appropriate for any audience but is particularly suited for institutions who use faculty advisors in their program.

AA 100--ASSESSMENT AND ADVISEMENT: AN INDIVIDUALIZED COURSE APPROACH TO ACADEMIC ADVISING

Charlie Mitchell, Counselor
William Young, Counselor
Mesa Community College, Arizona

The name of the game is student retention. We are no longer able to rely on the number of students to increase each year as in the past. In order to survive economically or experience growth, we must make greater effort toward maximizing the success of the students we enroll. Reacting to this reality and negative evaluations of our advising program, the staff of Mesa Community College attempted to bring some organization to a fragmented and incidental program of student orientation and advisement.

The first step was to establish an Advising Center to coordinate campus advising activities. Charlie Mitchell, a counselor at Mesa Community College, developed an individualized, self-paced workbook for use in a new course called AA 100, Assessment and Advisement. Although not required, over 1,000 students signed up for the course in the fall 1978 semester, and 25 teaching faculty and counselors served as supervisors. The teaching faculty worked with students majoring in their discipline, while counselors supervised general or undecided students. In addition to earning graduation credit, these students were given the opportunity to register early for the spring 1979 semester, a privilege not extended to those not enrolled in the class. The faculty received credit toward their required teaching load or extra pay if they had an overload.

Spring grades are now available and an evaluation of the course experience is in progress. The results will be available for the conference in October. The apparent success of the course encouraged us to offer the program to high school seniors in our local area. Approximately 250 students and ten high school counselors are involved in the pilot project. The high school counselors are employed by the college on an hourly contract basis. This program will be expanded for the fall 1979 semester, with the students being concurrently enrolled at both the high school and the college. By using this program, we hope to initially attract more of the high school graduates and retain them in greater numbers through graduation.

Copies of the workbook were distributed. The program is appropriate for teachers or advising personnel or Directors of Advising whether new or experienced in the field. It is a good example of teachers and counselors working together in an advising capacity.

ADDRESSING THE MAJOR ISSUES INVOLVING ADVISING AT A STATE UNIVERSITY

John Benson, Assistant Dean, College of Architecture
Tom Bestul, College of Arts and Sciences
Vernon Williams, Director, Counseling Center
Delivee Wright, Director, Teaching and Learning Center,
University of Nebraska-Lincoln
Lawrence Bundy, Director, Undergraduate Advising, University of Wisconsin-Eau Claire

MAJOR FORCES IMPACTING THE UNIVERSITY OF NEBRASKA-LINCOLN

The University of Nebraska-Lincoln is being impacted by three major forces.

1. Increasing enrollment
   UNL set an all time enrollment record of 22,755 this fall
2. Inflation
   The spiraling costs of supplies, equipment, and energy are difficult to comprehend.
3. A level of fiscal support that does not come close to keeping up with inflation.
   We have a conservative Board of Regents and State Legislature that represent a very conservative constituency. The "spending/tax lid" philosophy is alive and well in Nebraska.

Those major forces, combined with others yet to be discussed have contributed to severe budget restrictions; an ever-increasing student to faculty ratio; reduction of enrichment and service programs critical to the university community; a threat to the institution's quality of education, service, and research; an unsatisfactory faculty salary structure; a great deal of uncertainty and frustration on everyone's part; and a predictable focus on issues of survival.

In addition, there are other elements and conditions that impact academic advising at UNL as well as many other state institutions.

1. Curricula have undergone dramatic changes as more and more self-contained programs have embraced an inter-disciplinary philosophy.
2. Enrollments have fluctuated due to various job markets and student demands.
3. Educational demands and expectations of students are constantly changing.
4. Faculties are wrestling with quality level, grade inflation, self-determination, unionization, and many other problems.
5. Student and public demands for more effective career counseling and planning are emerging with increasing intensity.
6. Foreign student enrollment has increased dramatically in the last few years, especially in professional, technical, and agricultural fields.
7. Many programs that have traditionally had a very lopsided male/female distribution are experiencing substantial changes.

The Management of Advising

Currently, UNL manages its undergraduate advising system in a very traditional manner. A central office, Undergraduate Advising, works closely with and is physically adjacent to the Office of Admissions. Much of the entrance advising and processing is done through Entrance Advising, and processing is done through the Office of Undergraduate Advising. Once this has been accomplished, the seven undergraduate colleges add these new students to their own advising systems. Each college's advising system varies according to size and program structure. About five years ago, a University Admissions and Advising Committee was formed and has contributed positively to the university-wide coordination and management of academic advising.

Comprehensive and workable evaluation is essential to an effective management system. Currently, at UNL, the evaluation of advising is generally confined to individual units and on occasion is conducted on a university-wide basis by random sample. Generally, these evaluations have focused on advisee-advisor relationships (to be sure, an extremely important issue), but little had been done systematically to monitor and evaluate the institution's entire advising program until our subcommittee addressed the issue.

Institutional Commitment to Advising

An apparent commitment exists to promote and foster good academic advising, yet many gray areas remain. For example:

1. There is confusion over what academic advising should encompass, as well as,
2. over advisor-advisee responsibilities,
3. a gap seem to exist between the institution's stated goals and the implementation of appropriate strategies necessary to realize those goals
4. demands are placed upon faculty by their peers and the administration to publish, do significant research, be involved in public service, and be excellent teachers. These requirements are visibly tied to a system of rewards--promotion, tenure, and salary increases. Yet most faculty see little connection between these rewards and excellence in advising.

Finally, a more effective linkage must be established between the institutional management of advising and instructional delivery systems. Somehow, advising must be given a more visible and important position among the institution's priorities. When annual budgets are developed, advising and its total delivery system must be given specific consideration, rather than being lumped with instructional needs and lost in the shuffle. Too often, advising is not considered when academic decisions are made.

It is our intent to improve the quality of advising at UNL by working with the total system--from the top down and the bottom up. What makes this objective tremendously exciting and, we hope, attainable is the commitment and enthusiasm of faculty, administrators, and professional support staff to working with the students of this university. The potential is here, as is the case in most institutions of

higher learning. We just need to get our act together!

THE PERSPECTIVE FROM ARTS AND SCIENCES

I would like to follow up with a few comments as to how the problems of faculty advising look from the perspective of a College of Arts and Sciences in a large state university. Our special problems seem related to our size and diversity. We are a college of 4,000 students offering 42 different majors.

From the perspective of the Dean's Office, part of the problem is in developing a unified approach to advising. I have come to believe that this is nearly impossible in the face of the diversity typically found in Colleges of Arts and Sciences with their large departments with strong traditions of autonomy. To give you some idea of the range of approaches to advising in the College, the professionally oriented departments in the College--such as geology and journalism--work closely with their students from initial entrance right through to job placement. At the other extreme, in some departments advising is very loose, partly because that is the way the students seem to want it. Some departments attract large numbers of general education students who don't particularly see the value of advising. These students might be found in departments such as history, English, and sociology, and are bright enough to read the Bulletin, figure out requirements on their own. They frequently do not feel an especially strong attachment to the discipline they happen to be majoring in.

The advising in our College is done by the faculty--it is an expected part of their duties along with teaching, research, and service. Most departments view advising as an extension of the teaching function. There is a great variation among departments on how advising is handled--in some departments the advising duties are shared relatively equally among nearly all faculty members; in other departments only a few faculty do advising and consequently have very heavy advising loads--this occurs mainly in departments with a strong emphasis on research. The philosophy here is that the best advising results when only those who are genuinely interested in advising do the job.

Part of the problem is the discrepancy between what students expect of advisors and what faculty are prepared to give in that role. It is clear, for example, that students seem to expect a much higher degree of accessibility from the faculty than is presently the case. It is also true, as a recent study shows, that students have a very poor perception of the role of research in a faculty member's time and tend to regard time spent in research as time stolen from the student. In a general sense, one of the major problems is the problem of evaluation, recognition, and reward of good advising when it is done. Quality judgments are hard to come by and are almost necessarily subjective. A related problem is that to accept the role of an advisor and to take it seriously is a high risk enterprise for a young, untenured faculty member. Advising is time consuming if done well, and it is certainly true that no one could ever expect tenure in my College on the strength of his or advising contribution. Perhaps the best argument for good advising is an appeal to self-interest--excellent advising can attract and retain good students and increase the number of majors in a given department.

SURVEYS OF CAMPUS PERCEPTIONS OF ADVISING

Several agencies on the UNL campus have conducted surveys of advising during the past decade, including student government, the Council on Student Life (student-faculty-administration policy-making body for out-of-classroom activities), a special commission on the freshman year, a task force appointed by the Chancellor, and the Counseling Center. The Center now conducts its survey biannually to assess changes in student attitudes. A few of the highlights of these surveys will be summarized here. The Counseling Center contacted a five percent random sample of undergraduates, 63 percent of whom responded (512 respondents). The functions for which these students wished to use advising included:

1. Selecting courses (83%)
2. Information about requirements, procedures, etc. (75%)
3. Career planning (63%)

These desires contrasted noticeably with students' characterizations of actual advising. Only 25 percent reported discussing career or degree plans with the advisor. Forty percent said that information from the advisor clarified or simplified university requirements or procedures, and 46 percent indicated that advisor-supplied information had helped in course selection.

Even though they were cited less than half the time, the following items represent further instances of gaps between desired and experienced advising activities:

1. Finding out about course quality (46% vs 25%)
2. Cutting red tape (46% vs 35%)
3. Discussing grades or academic performance (44% vs 15%)
4. Obtaining information about university services and resources (41% vs 9%)

That expectations often go unfulfilled is hardly surprising in view of the amount of advising contact reported. One-third of the respondents reported one visit or less during the academic year. Sixty per cent said they had seen their advisor two to five times. More than one-third of these sessions lasted less than fifteen minutes, and less than ten per cent continued for as much as thirty minutes.

The students' rather positive feelings about the advising relationship are surprising in light of these numbers. For example 41% indicated an effective working relationship with the advisor; 60% felt understood by the advisor, and 56% felt the advisor cared. Even so, matters that might require more were seen as occurring less frequently; e.g., skill in decision-making (7.5%), exploring alternatives (35%), objective evaluation of student comments (33%), and sharing equally in decisions about advising time (27%).

That their judgments may be somewhat self-serving is suggested by the high percentages saying they came to the meetings informed (75%) and prepared (78%). Fifty-six percent evaluated the overall advising experience

positively, and 74 per cent would recommend the advisor to a friend.

Some of the surveys have dealt with procedures: drop and add, registration information, fees, and the like. Recommendations from these surveys generally have smoothed the mechanical processes related to advising. Changes resulting from such surveys have removed some of the more visible sources of student irritations with the registration part of the advising process.

Efforts to remedy some of the problems revealed by surveys like that done by Counseling have been less successful. Recommendations have included:

1. Concentrating on freshman advising
2. Increasing recognition for good advising
3. Clarifying the place of advising in faculty workload
4. Using students as co-advisors with faculty
5. Evaluating advising systematically

In the face of such recommendations 20 to 30 percent of faculty surveyed typically have responded favorably to innovative advising proposals. The only exception to this assertion is the positive reaction of three-fourths of faculty respondents to the use of student peer advisors.

The results of the surveys reported here make the task of the present Task Force appear discouraging. Subsequent papers will address the question of how we hope to deal with these rather disheartening findings.

REPORT ON ADVISING FROM THE SUBCOMMITTEE ON ADVISING OF THE COMMITTEE ON ADMISSIONS AND ADVISING

Last spring the Teaching Council approached the Committee on Admissions and Advising to see if they would be willing to look at the issue of advising at the University of Nebraska-Lincoln. It was anticipated that recommended guidelines could be given the Teaching Council as they reviewed future grant proposals in the area of advising.

The Committee on Admissions and Advising agreed to explore this issue and appointed a subcommittee on advising with Lawrence Bundy, Director of Undergraduate Advising, as chairman. Other members appointed to the subcommittee were: Lyle Young, Associate Dean of the College of Engineering and Technology; John Benson, Assistant Dean of the College of Architecture; Ron Joekel, Associate Dean, Teachers College; and Tom Bestul, Associate Dean, College of Arts and Sciences. The subcommittee asked Delivee Wright, Director of the Teaching and Learning Center, and Vernon Williams, Director of the Counseling Center, to join in its study.

The subcommittee met seven times, July 17 August 17, September 7, October 26, November 9, November 30, and December 21 to discuss the problems and issues relating to advising at the University.

The subcommittee identified six major issues related to advising and discussed each one in detail. They are:

1. The need to develop a definition of academic advising
2. The need for a well-articulated and communicated institutional policy on advising
3. The need for improving individual advising skills
4. The need to establish an effective process for the evaluation of advising
5. The need to establish appropriate delivery systems of advising
6. The need to identify and support the management of the advising system

From the subcommittee's meetings the following general guidelines are recommended to the Teaching Council for awarding future grants in the area of advising:

1. It is recommended that the Council give priority to proposals that have University-wide impact on advising.
2. It is recommended that proposals that assist in the development of a recognition and evaluation system for advising be given priority.
3. It is recommended that priority be given to advising proposals that address needs that appear to transcend individual colleges and departments.
4. It is recommended that priority be given to proposals that address the question: "What are the advising needs of students?"
5. It is recommended that proposals assist in the selection, training, and retention of advisors be given priority.
6. It is recommended that proposals that explore effective alternate delivery systems for advising be given priority.

The subcommittee believes that it is important to have a small group meet on a regular basis to discuss and resolve issues and problems related to advising. Hence, the subcommittee has agreed to continue to meet on a regular basis the remainder of this academic year.

In addition to making the above guideline recommendations to the Teaching Council, the subcommittee will be approaching the Vice-Chancellor for Academic Affairs and the Deans of the seven undergraduate colleges to gain their support and assistance in improving the advising system at the University.

The subcommittee will also be exploring some of the following areas during the spring semester:

1. The development of a multi-media assistance for advisors during the academic year with a tie-in to the Advising Workshops conducted each May.
2. The development of an award and recognition system for outstanding advising at the University.
3. The possibility of establishing an all-University handbook for advisors.
4. The integration of advising with the new Student Information System being developed at the University.
5. On-site visitations of other campuses that are using advanced technology in their advising delivery systems.
6. Establishing an advising workshop for all new advisors.
7. Addressing the expectations of students entering the advising process at the University and assisting them in the transition into a large University campus.

8. The review of how departments, colleges, and the Vice-Chancellor for Academic Affairs are using advising as a factor in promotion and tenure.

ACADEMIC IMPROVEMENT RESOURCES

Responsibility for initiating Improvement of Instruction at UNL resides in two groups: 1) in the Teaching and Learning Center (TLC) under the Vice-Chancellor for Academic Affairs and 2) in the Teaching Council, a faculty senate committee.

The TLC staff initiates and implements individual and group programs to improve the quality of teaching and advising. The Teaching Council also encourages projects to improve teaching and advising by a competitive grants program which provides funds to develop ideas proposed by the faculty.

Past Improvement of Advisement activities of the TLC included several one to two-week workshops for faculty on the role of the advisor and development of communications and other advisement skills. Resources including books, papers, and reprints on advisement have been collected.

The Teaching Council has funded a number of programs to improve the quality of advisement since 1970. Among these grants were seminars for training advisors, organizing "peer" advisement in which upper level students would assist in advisement, and "cluster registration" for grouping of freshmen students in common classes for purposes of peer and faculty contacts.

In the spring of 1979 the Teaching Council received a number of additional proposals for projects to improve advisement. As they deliberated the merits of competing proposals, three ideas surfaced:

1. Academic advisement is an area in which considerable improvement could and should be made.
2. Efforts for improvement were occurring in a random way without being coordinated in a developmental plan to maximize long range outcomes.
3. The data upon which the Council considered advisement proposals was inadequate to insure the most effective use of their finite funds.

As a result of these deliberations, the Teaching Council requested that the Committee on Admission and Advisement identify the needs and priorities for systematic improvement of advisement on the UNL campus. This committee includes Assistant and Associate Deans who have major responsibility for advisement in their respective colleges.

A subcommittee was established to study the problem and make recommendations to the Teaching Council. The Directors of the Counseling Center and the Teaching and Learning Center were added to this subcommittee.

THE UNL ADMISSIONS ADVISING COUNCIL

The Teaching Council of the University of Nebraska-Lincoln, whose function has just been described, turned to the Admissions and Advising Council for advice on how to select from the many projects proposed for its funds. The Council wanted some unified sense of direction, some overall sense of priorities, a rationale by which it could select and approve proposals and authorize grants in the advising area, to replace what had seemed to be a scattergun approach to the subject.

The Admissions and Advising Council at UNL is the group that deals with advising in a hands-on basis, to use the trendy term. It includes representatives from all of the undergraduate colleges, from the Graduate College, from Admissions, Registration and Records, from Scholarships and Financial Aids, and from Multi-Cultural Affairs--all the areas that have primary concern with the student affairs side of university life. Its membership is as follows:

1. The associate or assistant deans of the seven undergraduate colleges. At UNL the associate deans are primarily concerned with curriculum, advising, and student matters.
2. The Associate Dean of the Graduate School. This person has similar functions to the associate deans of the undergraduate colleges--advising and curriculum.
3. The Associate Dean of the Division of the Continuing Studies.
4. The Director of Multi-Cultural Affairs.
5. The Director of Scholarships and Financial Aids.
6. The Director of Undergraduate Advising.
7. The Director of Admissions.
8. The Director of Registration and Records.
9. The Dean of Academic Services.
10. Assistant Vice-Chancellor for Academic Affairs--our link with the Office of the Vice-Chancellor for Academic Affairs.

This large group meets in a round table fashion about twice a month, following a regular agenda. It is a problem solving group that works mainly through a task force method--subcommittees are set up dealing with a particular problem that meet over a limited period of time, and finally dissolve. Examples of previous task forces have been 1) on foreign student admission standards, especially English language proficiency, 2) a task force on scholarship money, particularly concerned with the long delay the students experienced in receiving funds due to them. This task force worked out a cash advance system and a bookstore voucher program to help alleviate the problem. 3) A task force on relations with the community technical colleges in this state and one dealing with articulation and transfer of credit policies with our university and those same institutions. The Subcommittee on Undergraduate Advising is a task force constructed along similar lines, established specifically in response to the Teaching Council's request. It has as its goal the identification of problems and setting priorities for their solution. It has made one interim report to the full council, will continue to work on the identified problems, and will be expected to suggest to the larger committee a specific course of action, which I expect will be both practical and innovative--but the ongoing work of that subcommittee will be explained by the following speaker.

1979-80 SUBCOMMITTEE FOCUS

The Subcommittee on Advising has decided to focus on five issues during the 1979-80 academic year.

1. The development of an award and recognition system for outstanding advising at the University.

The subcommittee plans to propose the implementation of an annual "Outstanding Advisor Award" program. It would be patterned after either of the university's two Distinguished Teaching Award selection processes. Although it would be initiated on a modest scale--our thinking now is to grant two to three annual awards of $500--such a program will give symbolic and visible prominence to the institution's commitment to outstanding advising.

The University Foundation is currently conducting a $25 million fund raising campaign. The subcommittee will ask the Foundation to support its proposal. We are speculating that this program may appeal strongly to potential donors wishing to earmark their contributions for a specific cause. We are also hoping that such a program will serve to encourage a broader use of systematic advisor evaluations, and certainly, an Outstanding Advisor Award program will provide some very positive public relations with the regents, legislature, and public.

2. The development of an instrument for measuring effective advising is under way, and a tentative draft is before the subcommittee for review.

To date our discussions about the administration of an advisor evaluation instrument have been fraught with logistical concerns. Teaching evaluations can be distributed and collected in class by the instructor, but the process becomes more complicated when evaluating advisors. Students may feel uncomfortable about completing the form. Large scale distribution of evaluation forms from a central source can be time consuming and/or expensive, and may not yield a satisfactory return either.

3. The integration of the new Student Information System (SIS) being developed at the University of Nebraska-Lincoln with the University-wide advising process.

The new computer-aided Student Information System is designed to provide more timely, accurate, and retrievable information; reduce paper shuffling and its associated costs; and will substantially reduce the processing time now required for related activities. It is an integrated system pertaining to course scheduling, housing, advising, admissions, academic records, graduation requirements, scholarships, and financial aids.

The basic system will be operational by the fall of 1981, and it is hoped that by the following year each of the College Deans' Offices will have a computer terminal to assist with information retrieval. This is indeed an exciting prospect.

Between now and the fall of 1981, we intend to explore ways of improving the University's advising delivery system through creative use of the new Student Information System.

4. A means for addressing the expectations of students entering the advising process at the University and assisting them in the transition into a large university campus.

We need to find more precisely what students expect and need from the advising process. Several studies have been made within the last five years, and there is a lot of information already available. The subcommittee must collect these studies, classify data, and test them for relevance through a comparison with information from other institutions.

5. The review of the role of advising in promotion and tenure decisions made by departments, colleges, and the Vice Chancellor for Academic Affairs.

Several colleges and departments include the evaluation of advising in the promotion and tenure decision making process, but there seems to be considerable ambiguity and confusion surrounding the issue. Faculty perceptions of the importance of advising, when compared to other criteria, vary across the campus. In fact, the importance of advising varies from department to department. It is hoped that this issue can be clarified and that some sense of campus-wide uniformity can be established. The subcommittee will continue to work with the Teaching-Learning Council to achieve this objective.

ACADEMIC ADVISING--A MODEL FOR PROFESSIONALS

Ray C. McClure, Counseling Coordinator, College of Agriculture, University of Missouri

Academic advising too long has been a stepchild of the student academic program. Deans, Directors, Coordinators, and others responsible for academic advising have often assumed responsibility for student advising by default, rather than by professional preparation. Increasing concern of declining enrollments coupled with shrinking budgets has caused recruitment, retention, and advising to come into sharp focus.

Competition for outstanding students and scholarly faculty is closely interwoven with the general drive for institutional prestige. In higher education, as in other training, it is often extremely difficult to determine a good job since there is no effective way to evaluate the quality of the product at the time.

Academic advising is a decision-making process in which the student interacts with the advisor, resulting in maximum educational experience (ideally) relating to curriculum and to career planning.

There is a need for concern about the inability of some students to make a wise career choice, still others who delay that decision. There comes a point in time when a decision has to be made. When no decision is made, that in itself is a decision!

In developing an academic advising program during the past 12 years in the College of Agriculture, University of Missouri-Columbia, we have tried several approaches, have conducted research, have applied new practices, and have studied the results. We have learned that advising affects the three R's: Recruitment, Retention, and Retrenchment. The following four ideas are important to consider:

1. Good academic advising affects retention by helping the poorly adjusted student find his niche, thus he/she stays in school to develop to full potential.
2. Non-academic reasons outnumber the academic reasons as causes for freshmen students to withdraw from school.
3. Academic advisors who monitor their advisees' progress are better able to understand the unique personal characteristics that causes the student to persist in college.
4. Effective selection of advisors who are rewarded for their special talents provides strength and growth to the advising program.

Academic advising is much, much more than merely signing a course schedule for each student as they maneuver the registration process!

Academic advisors have the responsibility of:

1. Monitoring the progress of each advisee.
2. Providing resource for career planning by the student.
3. Submitting to the Associate Dean an approved program of study for each student for recommendation for graduation.
4. Writing effective, personal, comprehensive letters of recommendation for his advisees.
5. Using an effective means of following students' progress after graduation.

The organizational structure currently used is as follows:

A. Student completes two Advisement Folders; Assignment of Advisor Form is prepared.
B. Advisor Chairmen of 15 Departments are selected by Department Chairmen.
C. Students report to assigned Academic Advisor Chairman who in turn assigns student to advisor.
D. A copy of Assignment of Advisor form is returned to Associate Dean's Office.
E. Permanent Record Card is made indicating student's assigned advisor and Permanent Folder is filed in Associate Dean's Office.
F. Counseling Coordinator counsels with student in special cases prior to student reporting to Advisor Chairman.

The College of Agriculture conducts workshops with new advisors and with experienced advisors for the purpose of updating information and reaffirming operational guidelines. The following "Guidelines for Effective Advising" has been developed.

GUIDELINES FOR EFFECTIVE ADVISING

1. Care about advisees by showing empathy, understanding, and respect.
2. Establish a warm, genuine, and open relationship.
3. Evidence interest, helpful intent, and involvement.
4. Be a good listener.
5. Establish rapport by remembering personal information about advisees.
6. Be available; keep office hours and appointments.
7. Use all available "tools"--test scores, transcripts of credits, etc., to be effective.
8. Provide accurate information to advisee.
9. Know how, when, and to whom to make referrals. Know referral sources.
10. Keep in frequent contact with advisees; take the initiative; don't always wait for students to come to you.
11. Do not make decisions for students; provide them the opportunity to make their own decisions.
12. Focus on advisees' strengths and potentials rather than limitations.
13. Seek out advisees in informal, social settings--meet them in other than "academic" situations.
14. Monitor advisees' progress toward educational goals; use all available information sources.
15. Determine reasons for poor academic performance and direct advisees to appropriate appropriate support services.
16. Be realistic with advisees; help advisees develop their own responsibilities.
17. Follow up on commitments made to advisees.
18. Encourage advisees to consider and develop career alternatives when appropriate.
19. Keep an anecdotal record of significant conversations for future reference.
20. Evaluate the effectiveness of your advising.
21. Encourage advisees to talk by asking open-ended questions.

22. Counseling sessions of confidential information is privileged information and should be respected as such.
23. Categorize advisees' questions; are they seeking action, information, or involvement and understanding.

As a means of evaluating the effectiveness of an advisor, an Advisor Evaluation Form has been developed. Graduating seniors will be asked to rate their advisor. This will be reviewed by the Associate Dean, as he does an annual evaluation of staff.

Peer contact is of vital importance to most students. Recognizing this, we have initiated several programs and activities to enhance this contact. Also several programs give the faculty the opportunity to interface with students. Some of the activities are:

1. A well developed volunteer Student Representative Program, whereby one or more college student(s) from each county serves as a liaison between the College of Agriculture and high school (students) in the county.
2. A select group (4) of upper level college students are employed to assist with registration and to provide other student-related services.
3. Faculty participate in area field days held at the University's Research Centers.
4. Individual interviews are held for all eligible students who make application for scholarships.
5. More intrusive counseling, contacting the student, and anticipating needs. Effort is made to respond "before" rather than "after the fact."
6. Solicit student's input to improve positive relationships between advisor and advisee.

Surveys are regularly made of students who drop out. An exit interview is held with each student at the time of withdrawing from college. A part of that process is the completion of the Student Opinion Survey.

Contacts are maintained with those dropouts who indicate they plan to return to college.

One important conclusion that is obvious from this paper is that although research tools, improved practices, and programs are important to advising, the bottom line in effective advising is a sincere personal concern for the student by the advisor.

AN ASSESSMENT OF FACULTY ACADEMIC ADVISOR TRAINING PROGRAMS AT THE CHRISTIAN COLLEGE CONSORTIUM COLLEGES

Ronald L. Keller, Dean of Admissions and Institutional Research, Taylor University

The presentation centered around a review of Ronald Keller's doctoral dissertation. The following elements of this document were presented:

Abstract
Table of Contents
List of Tables
Handbook Table of Contents

Pages 65 through 68 of the dissertation were distributed to each attender. These pages contain the purposes for academic advising and related training activities contained in the Taylor Advisors' Handbook. They are as follows:

The responses by Taylor faculty and Dean Pitts to the Christian College Consortium Faculty Academic Advising Research Questionnaire leave little doubt that there is agreement among faculty and the Dean regarding the purposes for advising at Taylor. Taylor was the only school among the 14 members of the Consortium where the correlation between the ranking of purposes by faculty and the Dean was one. This perfect match speaks well for the potential for agreement as to the various means for training related to each purpose. The purposes for advising in their rank order of importance to faculty and the Dean at Taylor are as follows:

1. To assist students in preparing class schedules. This includes giving advice about curricular matters.
2. To provide information regarding academic regulations such as dropping and adding courses.
3. To make it possible for students to establish a personal relationship with a faculty member.
4. To provide career counseling and career information.
5. To provide personal counseling.
6. To provide guidance to students in the area of co-curricular activities; for example, to serve as an advisor to a club or religious group.

Because Dean Pitts indicated that item six, as shown above, was not a purpose for advising at Taylor, and because this purpose was supported by such a small percentage of the faculty, it obviously is not a purpose related to academic advising at Taylor.

Three advising areas were identified as appropriate to the advising program at Taylor. These areas are: technical assistance advising, personal development advising, and career development advising. One or two of the purposes for advising identified by faculty and the Dean were placed under each area. A rationale statement and training activities were developed for each of the three areas. The areas, with statements of purpose and rationale, along with training activities, are listed below.

1. Technical Assistance Advising
   A. Purposes
      1. To assist students in preparing class schedules. This includes giving advice about curricular matters.
      2. To provide information regarding academic regulations such as dropping and adding courses.
   B. Rationale
      The need for advisors to have current and appropriate information is mentioned by Kramer and Gardner. They state that "most faculty advisors fail to have an adequate command of essential information; they lose credibility with advisees during the first encounter and thereafter the advisee goes elsewhere--preferably to the source who does have the information" (6:39). Keller found evidence that supports what Kramer and Gardner reported. Taylor graduates indicated that one characteristic of the ideal advisor was a familiarity with institutional graduation requirements (3:9). In the same study, students said that they expected advisors to be familiar with school policies and procedures (3:15).
   C. Training Activities
      An advisor workshop will be held immediately preceding the opening of the fall term. This workshop will contain the following elements.
      1. A New Student Profile--given by the Dean of Admissions and Research
      2. A review of the New Student Testing Program--given by the Director of Testing
      3. A discussion of the new student data sheets. Each sheet includes a schedule of classes, test results, and other pertinent data--given by the Director of Records
      4. The presentation of
         a. Questions and answers of interest to academic advisors
         b. Curricuuum guides. This information will be presented by the Associate Dean. Copies of these two items are contained in sections I-A and B of this handbook
      5. A look at the resources available through the Learning Skills Center--given by the Director of the Learning Skills Center
2. Personal Development Advising
   A. Purposes
      1. To make it possible for students to establish a personal relationship with a faculty member
      2. To provide personal counseling
   B. Rationale
      According to Kramer and Gardner, "the advisor-advisee relationship is another such opportunity where the student may use an established institutional function, academic advising of students, to gain continuing access to a person who fills the role of adult" (6:14). Katz said that "there is the need for adults in the college setting to be responsive to the student as an individual, to the student's particular strivings, competencies, and shortcomings. There is a need for encouragement, approval, and evaluation of the student's work" (2:56).
   C. Training Activities
      Early in the fall, the Director of Student Ministries will conduct a seminar on the topic, Becoming an Effective Adult Role Model. In addition to a brief presentation on this topic, Rev. Hill will lead a discussion using questions similar to the following:
      1. What kind of adult role model am I?
      2. Do my advisees see me as a person who is sensitive, realistic, quick-tempered, anxious, open-minded, etc?
      3. Do my advisees view my manner of being an adult as particularly helpful, productive, or satisfying?

      During the interterm, the Director of the Counseling Center will assist advisors in dealing with problems they face in non-academic encounters with students. This process will take the form of a workshop where the various counseling problem areas mentioned by faculty in the counseling center survey conducted by Keller will be explored. These areas are:
      "1. Concern with God's will
      "2. Self-concept related problems
      "3. Relational concerns (e.g., roommate difficulties, dating problems)
      "4. Adjustment to college life
      "5. Difficulty with Taylor standards
      "6. Sexual adjustment problems (4:2)
3. Career Development Advising
   A. Purpose: To provide career counseling and career information
   B. Rationale
      The College Placement Council recommends that colleges and universities "provide greater support, from the freshman year on, to the career planning and placement function as an important link in the overall educational program" (7:4)

C. Training Activity
Early in the spring term, the Director of Career Development will conduct a seminar for all advisors This seminar will include a description of the four-year career development program at Taylor.

AN ADVISING CENTER WHICH INCLUDES THE PRE-HEALTH PROFESSIONS

Bettie Dale, Academic Advisor
Miriam Milleret, Academic Advisor
Phoebe Samelson, Academic Advisor
Kansas State University

The structure and function of an advising center which includes the health professions was outlined, and data was presented which describes the size, nature, and effectiveness of the program.

Kansas State is a mid-sized state university with an open admissions policy. Students wishing to enter all the health professions are advised in a central office located in the Office of the Dean for the College of Arts and Sciences. The University grants degrees in veterinary medicine and in medical technology, but students wishing to enter other health professional fields must transfer elsewhere for the clinical or professional work.

The focus of this paper will, therefore, be on the handling of students who wish to become physicians, dentists, nurses, or physical therapists. The problems faced by the advisors of these students are the same ones faced by the advisors at most liberal arts colleges. For example, recruitment of students into the programs and acceptance of the students by professional schools both depend upon establishing credibility with students and with professional schools. The academic advisor serves as the focal point on the campus for these programs, and the duties and responsibilities extend beyond aiding in the selection of courses and writing letters of recommendation.

On our campus the pre-health professions advisors are housed along with a pre-law advisor, a pre-veterinary medicine advisor, and a general advisor in the office of the Dean of Arts and Sciences. The advising staff is directed by an assistant dean and the advisors share office support personnel. The pre-health professions (for present purposes means pre-nursing, pre-physical therapy, and pre-medicine/pre-dentistry) advisors participate in a number of activities for the purpose of establishing the visibility and credibility of the programs. Typical activities include serving as the faculty representative for the appropriate club. There is a pre-nursing club, a pre-physical therapy club, and a chapter of Alpha Epsilon Delta, the national pre-medical/pre-dental club on the campus. Through these clubs, visits by students to the nearby professional schools are arranged. Visits by admission officers to the campus and visits to the professional schools by the advisors are also regularly scheduled. The pre-nursing advisor participates in the state nurses' association.

Two courses that were designed specifically for the pre-nursing students are an "Introduction to Nursing" and "Practicum in Nursing." The introductory course surveys the roles of the nurse, trends in nursing, and nursing care delivery systems. The practicum course is offered during an interim term which lasts for two weeks. Students are introduced to nursing care skills and to the clinical setting.

Two courses for pre-dental students are offered in conjunction with the dental clinic at nearby Fort Riley. The first course is

"Orientation to the Dental Profession" in which students are introduced to the field and its specialties, equipment, diseases, and treatment. The second course is "Practicum in Pre-Dentistry" in which students spend forty hours observing the practice of dentistry at the Fort Riley dental clinic under the supervision and direction of individual dentists.

Handouts have been prepared for beginning students describing requirements for each of the field. The handouts list course requirements, location of professional schools, and typical courses of study. During the enrollment process at the first orientation for freshmen, these handouts are distributed. In addition, students are given accurate information on the level of academic performance required for admission to the professional programs. It is considered essential for students to receive this information before they start their classroom work. A booklet is distributed to the pre-medical and pre-dental students which supplements the handout sheets. It gives students suggested plans of study for the entire four years, lists suggested majors and offers rather detailed instruction on admission procedures.

Both the pre-nursing advisor and the pre-physical therapy advisor are health professionals; they are a Registered Nurse (RN) and a Registered Physical Therapist (RPT) respectively. The pre-medical/ pre-dental advisor has a Ph.D. degree in chemistry. Having advisors with these backgrounds has lent credence to the program and enhanced communication with the professional schools.

In order to demonstrate the success of the programs as well as their size and nature, a review of acceptance rates is outlined in the following graphs. Graph I describes the size of the pre-nursing program; the advisor reports that for the past six years all prenursing students with grade point averages above 2.5 have been accepted into a clinical program. Chart I depicts the current and proposed structure of nursing education. It is used to illustrate to students the various points of entry. Graph II illustrates the variations in the acceptance rates of the pre-physical therapy students.

Variation in the number of positions, the number of students accepted, and the minimum grade point averages are given. The size of the pre-medical program as well as the rate of acceptance are illustrated in Graph III. Chart II presents the results of a longitudinal study of the pre-medical students, and an examination of the fate of students who are not admitted to medical school on their first application. These results are at some variance with common lore, which states that rejected pre-medical students do not go into the health professions.

Chart I

CURRENT STRUCTURE OF BASIC NURSING EDUCATION

Licensed Practical Nurse (LPN)

1-Year Program
Located Primarily in
Vocational Technical Schools

Registered Nurse (RN)

(Legal Licensure to Practice)

ADN	DIPLOMA	BSN
Associate Degree in Nursing	3 Years of Education	4-Year Baccalaureate Program
2 Years of Education	2 of the 3 Years in a Hospital School of Nursing	

Graduates of all 3 of these programs are eligible to write State Board Examinations.

PROPOSED STRUCTURE
Two Levels of Nursing Education
With 2 Different Licensures

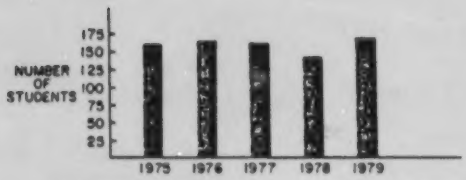
Associate Nurse or Similar Title	Registered Nurse (RN)
2-Year Program	These would be graduates of BSN programs

A new licensure examination to be developed

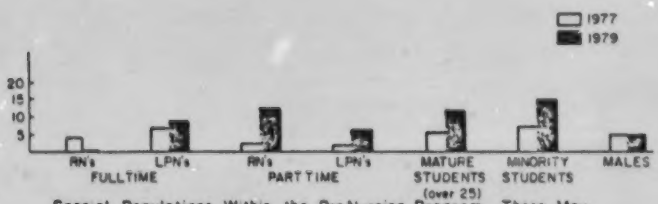
It is proposed that LPN's would be grandpersoned into the 2-year level and ADN and Diploma nurses would keep their RN licensure.

GRAPH I

DATA ON PRENURSING ENROLLMENT AT KANSAS STATE UNIVERSITY

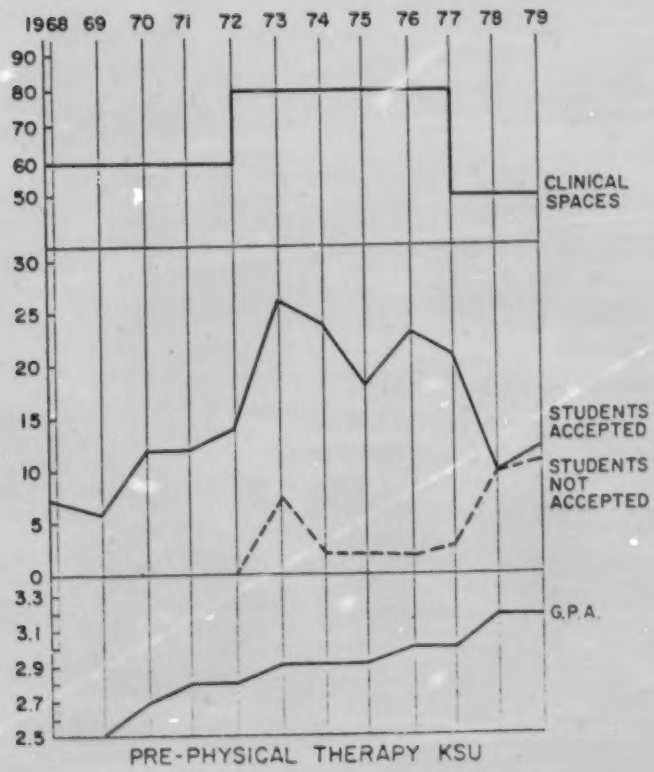


Total Enrollment in PreNursing Curriculum. This Includes Beginning Students, RN's and LPN's.



Special Populations Within the PreNursing Program. These May Represent Trends.

GRAPH II



GRAPH III

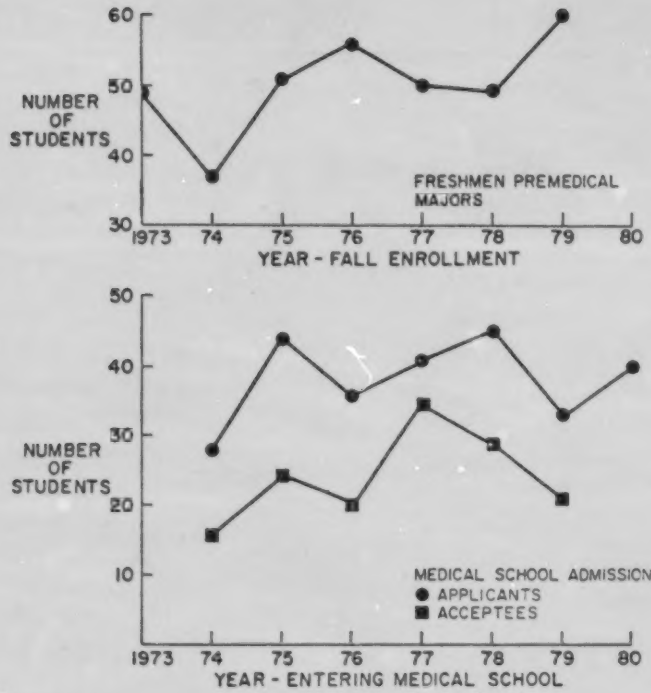


CHART II

LONGITUDINAL STUDY OF PREMED ADVISEES

YEAR ENTERED KSU	TOTAL NUMBER OF FRESHMEN	STUDENTS REMAINING IN PROGRAM AFTER 2 YEARS	NUMBER APPLIED TO MEDICAL SCHOOL	NUMBER ACCEPTED YEAR
1973	49	14	9	9 (35)
1974	37	9	6	5 (29)*

* TOTAL NUMBER ACCEPTED THAT YEAR

REJECTED STUDENTS

MEDICAL CLASS	NUMBER OF REJECTED STUDENTS	NUMBER WHO HAVE ENTERED A PROFESSIONA PROGRAM	
1974-75	12	9	(3)
1975-76	17	15	(2)
1976-77	13	12	(1)
1977-78	7	4	(3)
1978-79	16	10	(6)
1979-80	12	1	(11)

PROGRAMS ENTERED

Medical School	15
Osteopathic School	13
Graduate School	3
Veterinary Medical School	4
Dental School	5
Pharmacy School	1
Optometry School	2
P.A. Program	2

ACADEMIC ADVISEMENT ON A SHOE STRING BUDGET

Marchree Ward, Ed.D., Director, Center for Academic Advisement
Murray State University

One of the main responsibilities of any institution of higher education involves academic advisement of students. Traditionally, administrators have verbally recognized that when faculty advisors are well informed and concerned about assisting advisees, the students tend to gain a sense of purpose and direction which frees energy for realization of academic potential.

Unfortunately, many institutions have failed to back up the verbal recognition of the worth of quality academic advising with rewards or commitments. Rewards, such as tenure, promotion, or salary increases, are forthcoming for research, publications, scholarly presentations, or teaching excellence, but fail to appear for quality advisement. When special programs or advisement units are established to concentrate on superior advisement, the funding would qualify as a "shoe string" budget.

The purpose of the program was to explore the practical alternatives when funding is low, personnel few, space small, demands high, expectations many, and advisees numerous. The basic ideas were related to actual experiences of the Center for Academic Advisement which was implemented for advisement of undeclared students at Murray State University which is located in a rural area and has an average enrollment of 7,000-7,500 students with about ten per cent of the student body in the undeclared category.

The presentation consisted of a brief discussion of several areas of general concern to administrators when faced with limited budgets. Special topics included staff budgeting, staff selection, staff training, teaching Freshman Orientation classes, staff assignments, utilization of office space, office furnishing, supplies, evaluation procedures, supervision, advisement, scheduling, dealing with academic difficulties, and personal conferences. Use of appropriate referrals and special inhouse services were also mentioned. Appropriate handouts were available for all program participants.

The staff of the Center for Academic Advisement consists of undergraduate students, graduate students, and a faculty director. All are working part-time, including the Director. The secretary is the only full-time employee of the Center.

Staff members are carefully selected with the primary criterion being an interest in students and a willingness to learn all information necessary for excellent academic advisement. Personal bias must be eliminated in favor of what is "best" for a particular advisee.

Comprehensive records are maintained and are handled as confidential information. All records are kept in locked files. A personal folder is made and maintained for each student assigned to CAA. Included in the folder are ACT scores, grade reports, mailing address and phone numbers, interest tests which are administered in Freshman Orientation classes, equivalency sheets for transfers, and any other material useful for successful student advisement. Current class schedules and drop-add cards are also maintained in active folders. When students declare a major, these folders are forwarded to the major-of-choice department. Conference logs are kept on each student seen by a CAA individual's advisor for each conference held.

Advisement consists mainly of class schedule preparation and insuring that university regulations are always met pertaining to prerequisite classes as well as general university requirements for graduation. Much of the advisement is carried out during class preregistration periods where schedules are prepared for the succeeding semester. Much of the academic counseling is also carried out at this time.

When staff advisors are not involved in registration and attendant drop-add procedures, special attention is paid to students who are showing deficient quality points because of low GPA. These students are encouraged to make appointments with advisors to discuss possible causes for their low academic performance. The Center also has responsibility for students on academic probation university wide. These students are contacted and urged to contact the Center for information and counseling concerning their academic distress. It is with these students that the Center actively uses referral to other centers on campus such as the Learning Center in which a student may obtain remedial help in basic writing skills, improved reading skills, as well as math assistance. If it is found that problems other than educational are responsible, then the student can be referred to the Counseling and Testing Center where trained professionals can begin to help the student.

Much of the referral work is two-way and encompasses all areas of the university community. Some of the services and referrals with which the Center works are School Relations, Financial Aid, Counseling, Tutorial Services, Testing, Learning Center, Veterans Affairs, Residence Hall Advisors, Housing, Deans, Chairmen, and Faculty.

Training of personnel for academic advisement and orientation instruction is an on-going process within the Center. Each semester a Pre-School Training Workshop is conducted and all staff members are required to attend. The training sessions emphasize the need of staff availability to students, adequate knowledge of all Murray State University courses of study, and presentation of unbiased advisement. Helpful advisement techniques, CAA procedures, MSU policies, personal attitudes of staff, and expected qualifications of a student-oriented advisor are presented and thoroughly discussed.

Weekly staff meetings allow for continued inservice training, updating of policy changes, and sharing of information beneficial to all staff members. Attendance at meeting is required for all staff.

An opportunity for general group discussion among members of the audience followed a brief basic presentation. At that time, participants asked questions and shared additional experiences, ideas, and reactions with other members of the audience.

The program content was designed to have appeal to several groups, but particularly to new directors of advising programs who are currently faced with very limited budgets. The information should have been beneficial to persons interested in advising of undeclared students and those interested in peer advisors.

MONKEY IN THE MIDDLE--CHALLENGES TO THE ACADEMIC ADVISORS' PROFESSIONAL INTEGRITY

Everett E. Hadley, Executive Director of Admissions and Retention Programs
Drake University

How an academic advisor responds to issues relating to the behavior of his/her teaching peers is a complex problem. The thrust of this presentation was to suggest that academic advisors fill roles other than that of scholarly gatekeeper.

Through a videotape medium, program participants were presented with a problem by a student. The video equipment was then shut off while participants role-played responses they felt would be made by an advisor and the student. At the conclusion of the role-playing scene, other group participants made observations, criticisms, or suggestions. Subsequently, the presentor displayed his response to the presented problem via videotape. As a consequence of continued discussion, the following conclusions relating to professional integrity emerged:

1. Academic advisors demonstrate professional integrity by helping students separate facts from opinion.
2. Academic advisors demonstrate professional integrity by defending colleagues who use sound educational practices.
3. Academic advisors demonstrate professional integrity by assuming an advocacy role for their advisees, when necessary.

Examples of problems presented to the group includes: a student who was upset because her advisor had scheduled her to a class with a professor who enjoyed a reputation as a "hard marker"; a student who felt abused because a professor told him not to miss a class and who penalized him when he did; a woman student who was distressed because a professor used continued profanity in the classroom.

Professional integrity is an issue which advisors must confront with varied roles. Declining student enrollment, reduced professional staffs, and curriculum limitations will present more integrity challenges in the future.

MBO IN FRESHMAN ADVISING AT DUKE UNIVERSITY

Richard L. Cox, Dean of Residential Life
Elizabeth Studley Nathans, Dean of Freshmen
Duke University

Duke University began in September, 1979 an experimental advising program for freshmen, based on the principles of MBO (Management by Objectives). The purpose of the program is to develop an advising system which looks toward the needs of students in the 1980's by enhancing advisors' and students' capabilities in long-range planning and in integrating the non-academic and experiential portions of the undergraduate experience with formal classroom instruction. An important feature of the program is that it operates without added cost to the university by involving in long-range planning activities resident assistants, paraprofessional counselors, and others who heretofore had only casual, short-term, or crisis intervention contacts with new students. The program is adaptable for use in community and junior colleges, in large public and private institutions, and in smaller institutions where the curricular and social structure provides wide latitude for student academic and life-style choices. As an advising model, it stands as an alternative to curricular reforms adopted recently at major institutions--reforms which tacitly recognize the failure of advising as education for rational choice by removing the freedom to choose and by tightening specific requirements. In recent years, Duke has maintained for freshmen a highly successful centralized advising system. Development of the freshman advising center five years ago markedly reduced student dissatisfaction with advising services, enhanced faculty willingness to participate in advising, and appears to have been instrumental in reducing attrition from the freshman class. In planning for the 1980's, however, we discerned several weaknesses in the advising structure.

1. Long-range planning with students regarding careers, life-style choices, and course sequences over the four years of the undergraduate program was inadequate, though single-term course selection advising had become nearly flawless.
2. Counseling aimed at integrating the several facets of the undergraduate experience was non-existent, except insofar as such counsel could be offered by a single dean of freshmen in one half-hour conference during the first year.
3. Utilization of relatively low-cost residential staff members and paraprofessional counselors in systematic advising of students had declined under the centralized structure to the point where these persons were no longer being used as effectively as their talents and expertise warranted.
4. Turnover in all areas of the advising staff resulted each year in an unacceptably wide range of advisor effectiveness.
5. The planning needs of the university required improved projections concerning departmental major choices and course enrollment patterns. These needs could in part be met by an advising program which would encourage earlier and more comprehensive planning by undergraduates, while retaining for freshman and sophomore students the flexibility which has always been an important feature of Duke's liberal arts program.

In 1979-1980 approximately 50 entering students were involved in the experimental program, with two faculty members, residential staff assistants, the career planning officer, counseling and psychological services staff, the dean of freshmen, and the dean for residential life. The key feature of the program, in the training of advisors, in direct student/advisor contacts, and ultimately in evaluation, was the adaptation of the MBO system to advising. In MBO, as it is practiced in the private and public sectors and more recently in nonprofit organizations, specific behavioral objectives or goals replace vague planning statements. In the training of advisors, for example, specific indications of information to be mastered, of topics to be discussed at particular points during the year, and of criteria for the evaluation of advising effectiveness replace the usual injunctions about a "friendly attitude" or "helpfulness" to students. For students and advisors, specific planning goals, both long and short range, replace vague promises to "check into" things: students and advisors may agree, for example, by a specific date to have discussed with a particular individual an item of concern. In long range planning, students and advisors develop what in industry is known as PERT or "critical path" plan; that is, by working backward from a desired outcome, they agree on a series of rational steps for achieving that outcome. A goal may be definite (acceptance into medical school by March, 1983) or less precise (having a basis by February, 1981 for deciding between English and zoology as a major field); the process is the same. In evaluating advising effectiveness, outcomes can be measured against objectives: Was the desired goal accomplished?

The program avoids for any single advisor the burden of omnicompetence. Because career planning staff, psychological services personnel, academic advisors, and residential staff all work closely with the student, and because comprehensive written records available at the students' discretion to all advisors make possible coordination of services, no single advisor must assume sole responsibility with the student for planning the undergraduate experience. The role of each type of advisor who may be involved with the students is carefully defined, and that role is familiar to both students and advisors. This fact facilitates the referral process during the advising year.

Duke's plan, unlike that in use elsewhere, emphasizes not early commitment for commitment's sake, but the growth of students in the ability to define alternatives, to make choices, and ultimately, to establish goals. Tangential benefits to the university in improved projections for facilities and staff use are a byproduct and an important one. However, the single most beneficial feature of MBO as it is used in advising at Duke is that it enhances the advising services available to students and improves the quality of advisor performance at no added cost to the university.

A METHOD OF EVALUATING ADVISORS IN TENTURE TRACK POSITIONS

Michael E. McCauley
Academic Advisor & Assistant Professor
Dale W. Jones
Curricular Advisor
Ball State University, Indiana

Personnel evaluation of academic advisors and all other persons in higher education has already been mandated in some institutions and is soon to be required in others. In this article we will describe the method of evaluating advisors at Ball State University. To put this in proper perspective we will first briefly describe our institution, its student clientele, the structure of our academic advising system, and the organization of the Instructional Affairs Division of the University. Next we will define our tenure policies and procedures, and follow with an examination of our evaluative instrument.

THE UNIVERSITY AND ITS SETTING

Ball State University is a state supported school located in Muncie, a city of 80,000 in east central Indiana. The student population is 17,500 of which 15,000 are undergraduate.

Our institution utilizes the quarter system and offers associate, bachelor, masters, specialists and doctoral degrees. For the first forty years of existence Ball State was a small teachers college; however, with significant increases in student enrollment and with the expansion of physical facilities and program offerings, it has emerged into one of Indiana's leading universities.

Ninety-two percent of Ball State's student population is derived from Indiana, seven percent from other states and one percent from foreign countries. Students are admitted to the university in one of three categories; distinction, regular, warning. 1979 statistics indicate that 12.4% are distinction, 67.1% regular and 20.5% warning.

Each student is required to complete a general education program. Our program is divided into four broad categories: humanities; science/mathematics; social and behavioral sciences; and business, technology and applied fields. Statistics compiled this past summer indicate that our undergraduate student population consists of 17% with majors in the humanities areas, 15% in the science/mathematics fields, 8% in the social sciences and 57% in business, technology and applied fields. The remaining 3% have no expressed curricular objective and are identified as undecided.

Ball State subscribes to a university-wide centralized/specialized system of academic advising. The Office of Academic Advising employs twenty-one full-time professional advisors to perform the various advising funtions. Organizationally the office is apportioned into seven structural subdivisions, each subdivision having working relationships with one or more colleges. For example, the unit responsible for humanities consults departmental representatives from three colleges, e.g., College of Fine and Applied Arts, for art majors, College of Sciences and Humanities, for English, Speech, Theatre, etc., and Teachers College, for students pursuing teacher education programs.

Academic advising is assigned to the division of Instructional Affairs. Advisors are responsible to the Director, who in turn, reports to the Dean of Undergraduate Programs, to the Provost and Dean of Faculties, to the President. In addition to the Dean of Undergraduate Programs, staff deans in the Division include the Dean of the Graduate School, Dean of Academic Planning and Faculty Development, and the Dean of Continuing Education. Thus, when one alludes to the Instructional Affairs Division reference is made to these deans and those who report to each.

TENURE POLICIES AND PROCEDURES

Tenure at Ball State University is earned in the Professional area of the individual's appointment, Instructional Affairs for example, and held in the University. Tenure is granted after five years providing all general and specific conditions of tenure stated in the individual's letter of appointment have been successfully realized. This includes formal letters from the professional area (Advising), appropriate Dean (Dean of Undergraduate Programs), and Provost, containing positive recommendations which have been filed in the Office of the President. Finally, the Office of the President notifies the individual in writing that tenure has been granted.

During the first four years of a non-tenured advisor's appointment, letters concerning either satisfactory or unsatisfactory progress must be filed by the department (Advising) with the President by a predesignated date each academic year. There are several official levels through which this progress letter must travel. The Advising Departmental Promotion and Tenure Committee determines the status of the non-tenured advisor and the committee chairman forwards a letter which reflects the progress. The letter is sent in the form of a recommendation to the Director of Advising, to Dean of Undergraduate Programs, then to Provost for their respective endorsements. A copy is also sent to the advisor.

The Advising Promotion and Tenure Committee has made it a practice to send a second letter, endorsed by each committee member, to the Dean of Undergraduate Programs regarding the candidate's progress. The purpose of the second letter is to indicate any differences of opinion between the majority of the committee and the Director. The committee, through the same due process method previously described, is empowered to recommend termination of employment.

These tenure policies and procedures apply only to full-time regular faculty assigned to the advising office. (Temporary and part-time advisors are excluded).

THE PROMOTIONS AND TENURE COMMITTEE AND THE EVALUATIVE INSTRUMENT

The composition of the Promotions and Tenure Committee is governed by an advisor approved document on promotions and tenure. The committee consists of five full-time regular advisors and the Director who serves ex-officio. Members are elected annually for one year terms usually in May, taking office in September, and are eligible to serve successive terms.

The evaluative instrument currently employed was developed by academic advisors, for academic advisors in 1970. In the past nine years, nineteen advisors have been evaluated utilizing the instrument. Of these nineteen, four served in temporary capacities (because temporary employees may achieve regular status after three years of employment, they are evaluated annually for internal purposes), an additional four persons, all of whom were judged favorably, resigned. Of the remaining eleven advisors, nine were tenured and two were denied tenure.

In each of the non-tenured years every candidate is evaluated by:

a. All members of the Promotions and Tenure Committee, including the Director.
b. Other advisors as deemed appropriate by the Promotions and Tenure Committee.

Through the results of the evaluation, the candidate is informed of his/her tenure status via written correspondence from the Promotions and Tenure Committee and the President, and also orally by the Director of Advising. Through this oral communication, the Director often relates his observations and any concerns which may have been expressed by the Committee in its deliberations. It is possible, and frequently occurs with first and second year candidates, that a "favorable" letter with "conditions for improvement" is forwarded from the Committee to the Director to be used in his oral report to the candidate. Thus, we have a dual purpose device which permits a deserved commendation while calling attention to areas in which improvement needs to be made. The conditional areas are usually scruntinized very closely the following year. If little or no improvement appears to have been made, a letter of warning or dismissal may be expected. Conversely, if satisfactory improvement is evident, all other things being equal, a favorable letter is issued.

The evaluative instrument is divided into three categories; job proficiency, student relationships, and professional relationships and is scored using a form of the Likert Scale.[1] Fourteen advising functions and advisor characteristics are identified by the instrument. These are:

1. Constructing accurate and reliable student academic evaluations ("curriculum profile sheets") and monitoring student academic progress.
2. Comparing profile sheets with official university academic records.
3. Approving courses appropriate to graduation.
4. Awareness of departmental curricular additions, changes or deletions
5. Recognizing need for assistance from colleagues when unsure
6. Understanding university academic policies thoroughly
7. Verifying the application of transfer credit
8. Availability
9. Using time efficiently
10. Relating well to student - is respected, yet a friend
11. Cooperative working relationships with other faculty, advisors and administrators
12. Accepting of supervision and constructive criticism
13. Assuming additional responsibilities willingly
14. Exhibiting sound judgment

Recently all twenty-one advisors were asked to weigh the importance of the aforementioned fourteen advising functions and advisor characteristics. Results revealed that Ball State University academic advisors believe the following are the most important.[2]

a) Constructing of accurate and reliable student academic evaluations
b) Seeking assitance of colleagues when in doubt
c) Having a genuine interest in and communicating effectively with students.

The authors believe that all three are related to the establishment and continuance of the desired student-centered advisor-advisee relationship.

[1] Copies available by writing authors.

ADVISING MODEL FOR MID-LIFE CAREER CHANGE

Michael Milles
Bernadette Skobjak
Metropolitan Technical Community College,
Omaha, Nebraska

An overview of the developmental process in mid-life with prescriptive techniques for assisting faculty members to focus on the client's perceived and unperceived needs. Input was given which established the concept of career change throughout the life span. How faculty members can aid in establishing this concept was addressed as well as how college counselors can implement this concept in their counseling of college students.

I. Historical Perspective and Definition
   A. History and Development since 1940
   B. Psychological elements confronting career changes
   C. Descriptive terminology
      1. Involuntary events
      2. Voluntary events
      3. Internal occurances
      4. External occurances
II. Theoretical Base
   A. Notes on developmental theory
   B. Value of a practical model
      1. Entine model
III. Uses of prescription
   A. Voluntary career change
      1. Initial career choice
      2. Mid-career change (35+ years of age)
      3. Women returnees to work (no economic impetus)
      4. Retirees and other returnees (economic impetus)
IV. Future of Career Change
V. Applying the models
   A. Curtain definitions
VI. The basis of this lecture/discussion was practical. It was aimed at faculty members of community colleges. While it is useful to new advisors, we believe it is of greatest value to those advisors of some experience.

THE APPRAISAL INTERVIEW MODEL

Marcia D. Escott, Coordinator, College of Arts & Sciences, Academic Advisement Center
Vincent Hazleton, Ph.D., Assistant Professor, Information Sciences
Illinois State University

THE MODEL

The general purpose of the appraisal process is to improve the productivity of the organization, in the case of the university, to produce better educated graduates (Downs, Linkugel, & Berg, 1977). This goal is achieved by providing feedback and identifying task goals through interaction between a student and his or her behavior. The vehicle for implementing the model is the performance appraisal interview.

The initial performance appraisal interview has three content objectives: job definition, performance assessment, and goal setting. Each of these objectives is an outgrowth of the assumptions presented earlier and the objectives are logically sequential.

For the first objective, job description, the focus is upon identifying task behaviors associated with successful job performance (Harris and Heise, 1964). The concern here is not just what constitutes an acceptable task outcome, but how acceptable outcomes are achieved. The difference is easily seen in the following statements. Good students have a high grade point average. Good students study at least two hours outside of class for every hour in class. The first statement identifies a task outcome. The second statement identifies a task behavior associated with successful performance.

The following content areas are considered in defining the job of student: career planning, program selection, course scheduling, study skills and habits, classroom behavior, and involvement in extracurricular and social activities. The student most likely to be well educated is one who: 1) has developed a career plan with both long-term and short-term goals; 2) has selected a program of coursework which will maximize the ability to achieve career goals; 3) is aware when courses contained in his or her program are offered and how difficult they are likely to be so that a balanced course load can be scheduled; 4) has developed effective study skills and habits; 5) is aware of the impact of classroom behavior upon learning and evaluation; and 6) is involved in a variety of extracurricular and social activities related to career, educational, and personal goals.

Student involvement in the job definition stage is critical (Hall, 1950 & 1951). Failure to participate can result in defensive responses during the performance assessment stage. In the present model open-ended questions are frequently used to produce this feeling of involvement. For example, in introducing the topic of study an advisor might point out that studying is obviously an important area of study and ask how many hours a week good students study, or how do good students decide how many hours they should study a week. The role of the advisor is to ensure

that each area is considered and to ensure that the description generated is realistic.

The second stage of the interview, performance evaluation, is a logical outgrowth of the first stage. At this stage the tasks or behaviors specified in the job description are used as criteria for evaluating the actual performance of the student. Again, active involvement of the student is vital. The student should be asked to evaluate his or her own behavior using the criteria that he or she helped establish. Self-criticism (Hall, 1950 & 1951) is more likely to be effective than externally imposed criticism.

The final objective, goal setting, is a logical outgrowth of the performance evaluation process. At this stage deficiences are noted, ordered in terms of priorities, and goals are set to remedy the deficiencies. The appraisal approach is effective only if goals are realistic. Goals are more likely to be achieved if they are limited in number; progress toward achievement can be measured; and target dates for achievement are specified (Hughes, 1966).

BENEFITS

Many benefits may be expected from utilizing the appraisal interview model (See Appendix A) in student advisement. First, the use of this approach should result in improved curriculum planning. The increase in information concerning student needs and demands necessary to improve curriculum planning will arise naturally as a product of an emphasis upon planning and goal-setting in the interview situation. Second, the use of the appraisal techniques presented here should result in an improved placement record for graduates. An emphasis upon career planning as part of the job of being a student will result in students being better prepared to enter a competitive job market. Third, improved academic performance should be expected from students participating in this type of advisement program. Many students do not know how to budget time, study effectively, or achieve maximum benefit from the classroom experience. The identification and planning of target behaviors associated with academic performance should result in better grades for a significant number of students. Fourth, increased interaction with the faculty advisor, participating in the process of evaluation, and the participation in the process of goal-setting should enhance the student's perception of his or her role and relationship to the faculty. This will result in enhancing students' perception of the advisement process. Finally, there are benefits to the advisor. For the "new" or part-time advisor, whether he be a professional advisor, a faculty advisor, or a paraprofessional, the model provides a direction or framework for the advisement interview. Furthermore, the questions are such that the model may be modified to meet the needs of the particular institution. For information regarding the findings of a 1978-79 study utilizing advisees in the College of Arts and Sciences to test the appraisal interview model, please contact the presenters.

REFERENCES

Bassett, G.A. and Meyer, H.H. "Performance Appraisal Based on Self-Review," Personnel Psychology, 1968, 21, 421-430.

Hall, W.B. "Employee Self-Appraisal," Personnel Journal, 1950, 29, 134-136.

Hall, W.B. "Employee Self-Appraisal for Improved Performance," American Manager Association, Personnel Service, 1951, 140, 29-34.

Harris, C.R. and Heise, R.C. "Tasks, Not Traits--the Key to Better Performance Review," Personnel, 1964, 17, 60-64.

Hughes, C.L. "Why Goal Oriented Performance Reviews Succeed and Fail," Personnel, 1966, 44, 335-341.

APPENDIX A

APPRAISAL INTERVIEW MODEL

Introduction

The purposes of this interview are:

1. To identify career goals so that a planned program of courses can be developed to suit your needs
2. To define the job of being a student
3. To evaluate your past performance in the job of student
4. To set goals designed to
   a. Improve your chances of getting the type of job you want (or identifying the types of job you might want)
   b. To improve your performance as a student
5. To identify courses to be enrolled in during preregistration

Get a student agreement to the interview plan.

Career Planning

1. Have you defined your career objectives?
   Yes--What are they?
   No--What do you think a career plan should look like?
2. Content areas to be discussed:
   a. Long-term goals--career field, level of achievement
   b. Short-term goals--graduation, entry level jobs
   c. Strategy to implement short-term goals--plan of courses and job hunting strategy
3. Have you selected a major or plan of courses designed to help implement your career goals?

Course Planning Process

The job of being a student involves planning courses that meet your expectations of a college education and prepare you for your career objectives. The purpose of this portion of our meeting is to discuss course planning expectations.

If the student has indicated a major

1a. Do you know how many hours are required and elective for your major?
   No--Direct to page in catalog.

1b. Do you have a minor?
Yes--Do you know how many hours are required and elective in your minor?
No--Direct to page in catalog

If the student has not indicated a major or exhibits a great deal of uncertainty.

2a. One way to make career choices is to have a variety of courses.
2b. Have you considered university studies as a way to find out about careers?
3. Which courses, among the available courses to choose from, will meet your requirements?
4. Which courses, among the available courses to choose from, will meet your job expectations?
5. Which courses among those left in the required and elective categories are hard? Easy?
6. Have you considered which courses are offered only in the fall or spring?
7. Do you have any questions about the mechanics of completing your schedule and op-scan sheets?

Job of Being a Student
In class and out-of-class behavior

In order to achieve your goals, it is helpful to do well in school. Being a student is not an easy job. When people know what is expected of them and what behaviors their job involves, they do better. We've learned that many students are not aware of the expectations teachers have of student behavior. The purpose of this part of our meeting is to develop an objective description of the job of being a student.

The job of being a student involves work both inside the classroom and outside the classroom.

1. What behaviors do you think are part of the job of the student outside the class?
2. Content areas to be explored:
   a. How many hours should be spent in study?
      In the library?
      Out of the library?
   b. How should you prepare for class?
   c. How should written assignments be prepared?
   d. What is a balanced class load?
3. How many hours a week should be spent in social activities?

Part of the evaluation of a student is subjective. That is, it is based upon your behavior in class.

1. What do you think are the behaviors that affect the teacher's subjective evaluation of you as a student?
2. Content areas to be explored:
   a. Attendance
   b. Attention, posture, seating
   c. Participation in discussion

Evaluation

1. How well do you think you have done in setting long-term and short-term career goals and in developing a strategy to implement them?
2. How would you evaluate your in-class and out-of-class behavior as a student?
3. How well have you planned the courses you are taking at ISU?
4. List your priorities for correcting problems in questions 1-3 above.

Goal Setting

When will you complete the corrective actions identified under EVALUATION?

Do you have any other questions or problems that I can help you with?

A THREE-PRONGED APPROACH TO IMPROVING ADVISING: EXPANDING, EXTENDING AND ENHANCING RESOURCES

Vernon Williams, Director
University of Nebraska Counseling Center

The staff of the Counseling Center at the University of Nebraska at Lincoln have committed themselves to working with academic staff to improve advising. The rationale is twofold. 1) Because advising and counseling are so closely linked, they could benefit mutually from the joint effort. 2) The potential effects of counseling could be extended and multiplied several fold by means of an enhanced advising system.

The cornerstone of our approach is a workshop ("enhancing" in the title) composed of modules, each of which is one to two hours in duration. The modules may be arranged in various combinations and modified otherwise to fit the needs of virtually any group on campus. Basic modules developed thus far include:

1. advising roles
2. interpersonal communication
3. advising relationships
4. informational resources
5. advising strategies
6. student views of advising
7. approaches to improvement

The workshop can be organized to fit the needs of a particular group. Workshops over the past three years have focused on advising roles, listening skills, interpersonal relationships, student perceptions of advising, and informational resources (several times). The workshop has been evaluated rather carefully, using a variety of measures and a comparison group of interested nonparticipants.

In the major evaluation, advisors who applied for the workshop were divided into a participant group (N=16) and a control group (N=15). Advisees of both groups were asked to report advisor behavior in three areas relevant to workshop goals: increased advisor information and accessibility, enhanced advisor communication skill, and improved attainment of advisor goals. Both groups described their own advising in relation to workshop goals and noted alterations made in advising over the semester following the workshop. No significant differences were found on either checklist, but workshop participants said they had changed their advising approaches more often than did control group members, and the changes reported were more extensive in the first instance than in the second. In addition, participants rated the workshop experience very highly. For example, 87 per cent said they would repeat the workshop if they had it to do again. The other two respondents did not answer this question. Lack of reliable differences between advisee groups can hardly be regarded as surprising in view of responses to the item asking number of advising visits. The mean number fell between two and three, averaging 15-30 minutes in length. Advising behavior would have to be markedly different to be noticed in such time frames.

One element involved in developing the workshop was the strategy required to institutionalize it. Several matters were considered in this regard. We saw the need for an academic rationale to justify the workshop to a broad faculty constituency. It was necessary to persuade faculty to participate (a matter distinct from the preceding point). A way was needed to involve advisors other than the best and most highly motivated. The administrative structure supporting advising appeared to require strengthening to make the workshop viable. A funding source had to be identified, of course. Administrative support was needed and clarifying the relationship between advising and counseling functions seemed desirable.

The third, or extending prong of our approach, entails the use of students to encourage and support positive faculty interaction with students. We have proposed to our campus teaching support committee initiating the project by paying students initially to serve as coadvisors with faculty. Once the project is firmly established, both students and faculty will serve voluntarily. They will invite others to participate, and all participants will be trained to work together effectively.

More specifically, three to five advisors in each of five Arts & Sciences departments will work with up to five upperclass students each to advise freshmen and other beginning majors in the department. Faculty have volunteered already. Students will be recruited through several different channels in different departments: departmental student organizations, advisory boards, and student government. Faculty are asked to invite their own upperclass advisees to participate as co-advisors. While specific criteria are to be devised by faculty participants, students will be selected on the basis of items such as quality of previous advising-related experience, knowledge of college programs, and quality of relationships with peers.

Faculty and students will engage in a workshop during the semester prior to the beginning of the project to: 1) prepare students to serve as advisors, and 2) enable students and faculty to devise ways they will work together. We expect a variety of patterns of co-advising to emerge, and we anticipate interesting other faculty and students in patterns fitting their preferred modes of interaction.

A Counseling Center staff member will coordinate the project, leading the workshop, conducting meetings of the advising teams to share ideas about their work, consulting with advisors individually and in small groups, and organizing the evaluation. The evaluation basically will consist of a comparison of responses to selected questions from the Counseling Center's advising survey by students advised by the co-advising teams and by a random sample advised by other advisors.

PROMOTING PERSISTENCE THRU FRESHMEN ADVISING

Dennis D. Embry
Department of Human Development
University of Kansas

University freshmen resemble lieutenants during war: much ritual is bestowed on them, many perish or suffer grievously, and those who survive are honored and perhaps promoted. Both freshmen and lieutenants receive advice from those who have gone before: freshmen from faculty and older students, and lieutenants from captains. Such advice reputedly speeds the advisee through the impending travail. Accordingly, advising for university freshmen should improve their persistence in college along with their personal satisfaction.

Perhaps it is too much to expect the process of freshman advising to improve student persistence and personal satisfaction. Perhaps, however, advising can do these things if properly constructed, by reflecting the findings of the scientific literature on advising and counseling rather than the ostensible mores of the multiversity. This workshop explores just such a possibility by combining theory and research into prescriptions for campus-wide practice.

CONTENT

Pre-matriculation advising. The process of matriculation begins in a student's home town, through interactions with parents, high-school teachers or counselors, peers, and currently enrolled college students who are home visiting. These interactions can affect subsequent persistence, academic success, and personal satisfaction of college freshmen (e.g., Astin, 1976; Husban, 1976). The first component of the workshop probes the use of current students and their families as mentors for pre-matriculating students and their families, based on research at Spring Arbor and Arkansas College.

Orientation advising. Most incoming college students attend some orientation function sponsored by the college of their choice. These orientation functions may be informal or formal, brief or lengthy. Orientation typically is the first ritualized advising program encountered by nearly all of an institution's new freshmen: tests may be given, courses chosen, and majors selected. This section of the workshop explores elements of orientation that promote persistence.

First-year advising. Most college and universities offer some form of advising for first-year students. The description of these programs often exaggerate the actual services offered and represent a set of vested interests, which may or may not meet the needs of students. In this section of the workship, a dozen aspects of freshman advising are discussed that have been found to relate to persistence.

On-going evaluation. Evaluation is a scarry word, especially if one thinks that one's job is on the line. However, evaluation can be used to strengthen a program and strengthen one's position. This section of the workshop examines the mechanics of "positive" evaluation.

Politics and other pitfalls. Hidden agendas and information systems often work against improving student persistence. The final section of the workshop covers ways of discovering hidden agendas and using information about those agendas to promote student persistence, and the workshop explores ways to use and misuse information systems for promoting persistence.

CREATING A COMPREHENSIVE, LOW COST USABLE ADVISING HANDBOOK FOR A SMALL COLLEGE OF LESS THAN 3,000 STUDENTS

Mrs. Iris M. Landa, Academic Advisement Coordinator
Mr. Tracy R. Teele, Vice-President for Student Affairs
Loma Linda University

The advisement office at Loma Linda University prepares a Guide to Academic Advisement that details year by year all the requirements for each major and preprofessional program as well as providing a complete listing of the general education requirements. Administrators, faculty advisors, dormitory deans, resident assistants and peer counselors use the Guide to Academic Advisement when counseling students. Copies are also sent to the high schools and city colleges in the area. When recruiters visit high schools, the students are given individual curriculum sheets for all the major programs that may interest them and when students apply to the university, curriculum sheets for the selected majors are sent so they will have an idea of the courses they will be taking.

Each advisement folder contains a copy of the student's major curriculum program so advisors and students can use them as check sheets for courses taken as well as providing help in planning future quarters. This assists in providing uniformity in core requirements. Students are given all the curriculum sheets for majors that interest them and this helps provide easy reference for comparison of possible major selections, especially for exploratory students.

Career information is provided on the back of each curriculum sheet. College as well as high school students exploring various majors find this information very useful. As it also provides addresses where additional information may be obtained, many high school seniors have already sent for the materials before they enter the university.

When preparing the Guide to Academic Advisement for each academic year, the coordinator for academic advisement works very closely with the department chairmen and/or academic deans in ascertaining which year the major and cognate courses are to be taken that are listed in the bulletin. These course, are listed for the appropriate year and quarter, then the general education requirements are listed for the appropriate years noting to be careful to check that some are not already met by the major and cognate courses. Finally, electives complete the course load for each quarter before the final copy is given back to the department chairman for approval.

The Occupational Outlook Handbook and other current job placement materials are utilized in preparing the career information on the back pages. Sometimes the department chairman can supply published information that may be useful. It is important to substantiate all the career information with valid published materials. The department chairmen give final approval for the information.

The curriculum sheets are typed and checked by the office of academic advisement. The general education requirements and information are included in the front of the book, then the pages are arranged in the order that the majors are Listed in the bulletin. Pre-professional programs are arranged in alphabetical order at the back. The collection of pages is then sent to the press for xeroxing, collating, and binding with a spiral back. There is color coding for each degree: e.g., B.A. is goldenrod, B.S. is blue, A.S. is green.

The total cost of xeroxing, collating, printing covers and binding the Guide to Academic Advisement in June 1979 was $5.86 for each of the 500 copies ordered. This was for 128 two-sided pages. Additional individual curriculum sheets cost only $.0065 each. An advantage of having separate typed pages is that it is very easy to have additional copies of certain pages xeroxed when supplied run low.

The June 1978 student evaluation on academic advising indicated that approximately 86% of the students make use of the individual curriculum sheets.

TEMPUS FUGIT--A SERVICE SYSTEM FOR UNDECIDED STUDENTS IN THE COLLEGE OF ARTS AND SCIENCES AT BOWLING GREEN STATE UNIVERSITY, OHIO

Sharon M. Clark, Academic Advisor and Career Counselor
Bowling Green State University

"Project: Tempus Fugit," which was started during the fall quarter of 1977, has become a very helpful process for identifying undecided students and aggressively encouraging them to use the services of the College of Arts and Sciences. The project operates out of the College Office implemented by one academic advisor, two graduate students, and one secretary. The proposal and following activities received authorization from the Associate Dean of Degree Program Advising and Scheduling in the College of Arts and Sciences.

The initial reason for this project was to address the problems of retention and attrition as they related to the decreasing enrollment projected for the 1980's. At Bowling Green, there have been several discussions on the matter of attrition and a variety of methods have been proposed to circumvent its potential threat of decreased enrollment in the 1980's. What was discovered was that many students who were classified "undecided" were one of the largest and most vulnerable groups to be affected by attrition. Since most of the undecideds are within the College of Arts and Sciences, it was quite natural that solutions to this problem would be created there. Hence, "Project: Tempus Fugit" came into existence.

Designing this process or system was based on various studies conducted by educators and psychologists who were concerned about "decision-makers," "problem solvers," and "undecided" students. As it has affected higher education, the problem of students leaving has become an important issue. Stated by such leaders as Astin in 1975 and Noel in 1977, colleges have to identify why these students are leaving and whether they are leaving for the "wrong reasons."

To date, "Project: Tempus Fugit" has been able to identify students who are undecided, establish a line of communication with them, and provide information and opportunities to solve some of their academic problems. The emphasis has been primarily with those students who voluntarily identify themselves as being "undecided" by selecting it as their major on their application for admission. They admit they do not know what they want to do while in school or after graduation. Occasionally, a few students who were not interested in pursuing a four-year degree have candidly discussed with advisors the possibilities of alternatives. Again, this is why a project such as Tempus Fugit has been successful in the College of Arts and Sciences. Rather than just a "staying" mechanism, findings have been used to help students determine whether they should remain in school, drop out, or "stop out."

During Fall Quarter, 1977, 857 students were contacted who identified themselves as undecideds, although 23 per cent of the college's enrollment was in this category. It was done earlier than the proposed Winter Quarter due to the large request for appointments made by the students themselves who asked for this kind of help. Letters were sent to students that invited them to contact the Office. Thirty per cent of the students responded to the letters by returning the bottom half of the letter to us.

This past academic year, over 40 per cent of the students responded to the letters, and by sending out a follow-up letter, 23 per cent more students responded. Each student requesting information that was listed on the response half of the letter received information that had been previously prepared. Also, each student who requested information that was not specified on the response form was answered by a personal letter.

This initial mailing provided an opportunity for students to come in and talk to an advisor and to begin the activities phase of Tempus Fugit. The conference activities were based on research done in this area as well as the needs expressed by our students. At the student's request, the activities began with a meeting between the advisor and the student who expressed a need for help in solving a major-selection or career problem. "What am I going to do once I get out of school?" was expressed by freshmen as well as seniors who were "undecided." During the first conference, emphasis was placed on discovering the student's current interest. This did not necessarily have to be just academic interests but also environmental, social conditions preferred, and personal hobbies. After listing these ideas, the advisor suggested that the student visit the Career Library which is located in the University Counseling and Career Center. The Career Library provides students with information on numerous occupations as well as information on the majors offered throughout the university. A new program entitled Coordinated Occupational Information Network (COIN) is designed to aid students in the selection of a career through the use of a careers and majors index, an occupational profile, and a microfiche machine. There are also career specialists located in the center as well. Additionally, during the initial conference with the college advisor, the student is encouraged to make another appointment once this first activity at the Career Library is completed. It is worthy to note that the Counseling and Career Center was also responsible for sponsoring workshops throughout the academic year on topics relevant to these students. Topics such as "How to Knock on an Employer's Door and Get Yourself Hired" or "Myself: My Values, Interests, Needs, and Skills" were the titles of some of their workshops.

For the past two academic years, the return rate for the follow-up conference has been good. The students are eager to share the information with someone, the advisor, who has a reasonably objective ear and who can give reliable opinions and recommendations.

During the follow-up conference, the decision whether a return visit to the Career Library is necessary is made based on the information already found, its relationship to the student, and the student's opinion of the information. If a student thinks he has received sufficient information from the Career

Library, then he is advised that he might visit a faculty advisor for additional information regarding his specific interests. Most of the students are willing to talk with someone who is "working" within their areas of interests and this exploration conference is one that the student can have, without any "strings" or commitments to a specific major.

During the next follow-up conference, the advisor assesses the past activities and asks the student whether there are some tentative decisions and whether there is a need for additional information. At this time, if necessary, the student explores other information sources such as the Graduate College, Placement Office or off-campus organizations. If further information is unnecessary, the decision might be made to declare a major. If a major is declared, then it is processed on the student's records, an appointment is made with the faculty advisor (if necessary), and the student has completed the "Tempus Fugit" project.

These activities take anywhere from two weeks to two years to complete. Records are kept on the student's progress by way of a progress sheet. On the progress sheet, the student's grade point average, classification, date started, and each conference are maintained in the records. At the end of the process, the major and faculty advisor are added to the file.

Another purpose for this project is to help relieve some of the anxiety that is often a characteristic of being "undecided." By way of providing a relaxed and inviting environment for the student, the advisor's role maintains the characteristics of all "good" advisors--available, friendly, knowledgeable, resourceful, encouraging, and supportive. Advisors to undecided students must have a commitment to being patient and willing to "assist" rather than "direct" a student's matriculation.

For the past two years, the project has relied heavily on the appointment of two graduate assistants from the College Student Personnel Program. After an intense orientation period, which involves familiarization with the operations and regulations of the College, the graduate students begin by having conferences with students. This enables them to obtain experience in establishing a comfortable rapport with students.

This year, one graduate student was responsible for the follow-up phase of "Tempus Fugit." Students who did not respond to the initial letter were contacted by letter, and each response was personally answered by sending the information or scheduling an appointment with an advisor.

As far as problems, the major one has been a lack of staff who could devote the time towards this project. The graduate students were available only ten hours a week and the academic advisor could devote approximately fifteen hours a week, including student conference time, to this segment of responsibilities. The individual conferences were not very long; they averaged approximately 15 to 30 minutes per student. Additionally, students often contacted the office via telephone for follow-up activities. Nevertheless, because of the personal nature of this project, it required a great deal more time than what was realistically available from the academic advisor, graduate assistants, and the secretary.

There have been many recommendations to facilitate the project. One, obviously, is that a project of this kind requires updated record keeping and available clerical support. For instance, students who are undecided and receive less than a 2.00 grade point average, which has been studied as another vulnerable source for undecideds, are contacted by the College Office and urged to have a conference with an advisor. However, this activity requires a maximum of time for research, personal interactions, and accurate records. More "people-energy" is needed and more time must be committed to this kind of a project in order for it to make an effective and cohesive impact.

An essential need of this type of project is that there must be definite lines of communication with other campus resources. For example, during the first year there was a potential problem due to the need for confidentiality of student activities by the Counseling Center, and the needs of the College Office to know who was following up on the activities recommended by the advisors in the project. After a careful re-examination and discussion of the nature of our activities, a stronger line of communication was established between the two campus agencies. Referrals are an important asset of this project because students cannot get quality advising without knowing and approaching the various resources on campus.

This is "Project: Tempus Fugit." Perhaps this process, or at least parts of the format, can be of some help to other institutions.

(Note: The presentation at NACADA was well received by a much larger audience than expected, and the exchange of ideas from diversified institutions further indicated that assisting undecided students was indeed a major concern for many colleges and universities.)

ACADEMIC ADVISING WITH MEDICAL STUDENTS: A PROGRAM DESCRIPTION

Ray M. Conroe, Ph.D., Assistant Professor
John W. McConnell, M.D., Associate Professor
Sharon B. Satterfield, M.D., Assistant Professor
Department of Family Practice and Community Health
University of Minnesota Medical School

This presentation described the advising program in the Department of Family Practice and Community Health (DFPCH) at the University of Minnesota Medical School. It also highlighted some critical issues that are encountered when advising medical students.

The presentation's overall premise was that professional training engenders considerable stress both during the training itself and, concomitantly, during other phases of the individual's life. Academic advising needs to be aimed not only at providing the advisee with assistance on procedural matters but also at providing emotional support and viable professional role models. The advisor-advisee relationship is both task-oriented and personal.

Dr. McConnell is the coordinator of the DFPCH advising program and an advisor in it. He traced the evaluation of the program and explained how the departmental program fits into the overall structure of the medical school's advising system. Family practice is rising in popularity as a career choice among University of Minnesota medical students, and Dr. McConnell believes the DFPCH advising program has contributed to such growth. In the future, Dr. McConnell said, medical students would have more access to personal counseling provided by psychologists, psychiatrists, and social workers on the medical school faculty.

Dr. Conroe, a consultant to the DFPCH advising program, presented a 25-minute color videotape entitled "The Role of the Faculty Advisor in Undergraduate Medical Education." Produced in 1979, the tape is intended to help faculty advisors identify their roles and responsibilities. It outlines the steps involved in advising medical students by using simulated advisor-advisee vignettes. The vignettes outline six steps:

1. matching of advisor and advisee
2. getting to know one another
3. establishing a trusting relationship
4. assessing each other's expectations
5. developing a contract
6. terminating at graduation

The tape is available from Dr. Conroe at the following address: 6-240 Phillips-Wangensteen Building, Box 381 Mayo, University of Minnesota Medical School, 516 Delaware Street SE, Minneapolis, MN 55455.

Dr. Satterfield is an advisor in and consultant to the DPFCH program. She discussed two issues unique to advising medical students: 1) assisting students in planning for medical residencies, and 2) helping students deal with the impact the physician role has on their personal life. Regarding residencies, she made suggestions for how to advise students on residency selection and how to provide input into the writing of the dean's recommendation letter. With regard to the impact of the physician role, Dr. Satterfield related her experiences in providing marital counseling to medical students and their spouses and in working with female medical students.

THE ROLE OF FACULTY ADVISORS IN RETENTION OF THE ACADEMICALLY UNDERPREPARED STUDENT

Marilyn Jody, Director of Special Academic Programs
Raymond Ledford, Director of CAP Center
Western Carolina University

All of us know that at the heart of a successful developmental program are two key people: a motivated student and a concerned mentor-whether teacher, counselor, or advisor. Traditionally, developmental programs have depended on counselors and teachers of remedial courses to serve as academic advisors to underprepared students. However, there are usually too few staff with too little time to cope with the needs of a growing number of remedial students. Additionally, this practice tends to further separate what is often already a divided faculty, with the result that both students and programs eventually suffer.

At Western Carolina University, the Counseling, Advisement, and Placement Center (CAP Center) has put together a comprehensive approach to developmental education that taps the too-little-used resource of faculty advisors outside the remedial program. At the CAP Center, key support services such as personal, social, and vocational counseling as well as job placement are offered along with academic advisement. All of these elements enter into the comprehensive program. One of the chief functions of the CAP advisors is to put students in touch with these other services as they are needed.

CAP Center advisors, who are full-time teaching faculty selected from all of the Schools and most Departments of the University, advise all freshmen and all students who remain undeclared past the freshman year. Among these two groups are, of course, most of the students who need remediation. CAP advisors are trained to advise these students in the usual matters of degree requirements and course selection. In addition, however, these advisors have helped to develop and are now using a series of techniques designed to assist students in avoiding or overcoming academic problems.

The first step in this program was, of course, to identify students with academic deficiencies as indicated by entrance or placement test scores in order to advise their enrollment in remedial courses. But follow-up was equally important. The next step, in addition to making advising available on a daily basis at the CAP Center, was to communicate with students who received poor midterm progress reports; and, at the end of the semester, with students whose cumulative grade point average was below a "C". An "Early Alert" system was employed to identify students headed for academic trouble, as indicated by a collection of known warning signals. Advisors assessed the records of their advisees using the "Early Alert" form.

The letters that were then sent, asking students to see their advisors, made clear that the purpose of the conference was to provide help, not criticism. The letter also spelled out clearly where and when the advisor would be available and how he or she could be reached.

Once the letters had been sent, it became immediately obvious to the advisors that they did not really know what to say once the student arrived. With the help of CAP counselors, the advisors themselves developed a set of suggestions of ways the students might begin dealing with academic problems. The suggestions included the following:

1. Explain how to figure cumulative QPR and quality point deficit. Help the student project what effect his anticipated QPR (maximum and minimum) during the current semester will mean in terms of grade record.
2. Describe the tutorial/remedial services that are available to them and note that many departments should be contacted directly for suggestions of tutorial help the student might ask for.
3. Explain the retention policy, the repeat course policy, and two-year rule, and other pertinent academic policies, as found in the current catalog.
4. Suggest such possibilities as:
   a. Seeking out the instructor for a conference.
   b. Improving class attendance.
   c. Re-examining the effectiveness of study habits and study environment.
   d. Using tutorial help.
   e. Seeing a counselor for academic counseling.

   Suggest that in future course planning the student consider:
   a. Scheduling complementary courses.
   b. Taking a course in reading or study techniques.
   c. Taking a lighter course load.
   d. Going to summer school.
5. Encourage the student to join an academically related group such as the majors club in his or her area of academic preference.
6. If the student's academic problems appear to be related to social, personal, or vocational concerns, he or she should be referred to the Counseling and/or Career Planning components of the CAP Center.

To supplement these suggestions, advisors were then provided with an updated list of remedial/tutorial services available on campus which they could suggest for the student's use. One immediate result was that the need for a University-wide tutoring program became obvious. A peer tutoring service was established to meet the need that had been identified by students and advisors.

Next, a form was developed to be used in helping the student assess his or her academic status, both current and projected. The form employed had two immediate effects. It infused reality into the student's view of his actual status, and it served to instruct students in how to compute grade point averages, which could then be measured against retention standards. The format employed is a basically simple design that could easily be adapted at any institution.

Once the CAP Center project was well launched, a letter was sent to the general faculty suggesting that they announce to their

classes the availability of tutorial/remedial services. The handouts that had been developed and used by CAP Center advisors were also made available to these faculty. The use of departmental tutors increased significantly as these additional faculty advisors became aware of the kinds of help available to their advisees.

This deliberate concentration on strengthening the role of the faculty advisor in helping students in academic difficulty has had the effect of sensitizing faculty to these students and their needs and has given faculty increased confidence in their ability to counsel students with academic problems. At the same time, the concern exhibited by advisors in providing intervention counseling has also had a marked effect on student attitudes. There is strong evidence that students are now seeking out their advisors for far more than a signature at registration.

Through this program, the key elements of student motivation and positive teacher expectation are getting a substantial boost from that part of the University community best able to integrate the underprepared student into the academic mainstream--the teaching faculty themselves.

Is the program working? We think there are some positive indicators. By the end of the sophomore year the retention rate for high-risk students is the same as that for regularly admitted freshmen. The Q.P.R. for these students is only a fraction lower than that of the freshman class average at that same point.

PEER ADVISING: SELECTION TO EVALUATION

Neal A. Hartman, Counselor; Instructor, Speech Communications, College of Natural Sciences
Jeanne M. Lagowski, Assistant Dean; Associate Professor, Zoology
The University of Texas, Austin, Texas

This overview of peer advising focuses on five major areas: functions, selection, training, supervision and evaluation, and effectiveness of peer advisors. Based on six years of experience using three or four upper-division students for a total of 40 hours per week, peer advising has proved highly cost effective, has facilitated maximization of resource utilization, and has been well received by both students and faculty.

Functions

Peer advisors supplement and/or relieve the senior staff of some of the more routine advising functions, always under close supervision and referring to senior staff or other campus agencies when appropriate. Participation in college day programs for high school students and summer orientation meetings for incoming freshmen and transfer students is expected. Additionally, peer advisors serve as a sounding board with respect to staff awareness of student concerns and potential problems, as well as provide constructive criticism of staff ideas and proposals.

Selection

Early in our experience, potential peer advisors were identified by the senior staff and then actively recruited. In more recent times, students have actively sought peer advisor positions, and our focus has shifted to selection of the best-qualified applicants. A prime consideration has always been to identify individuals who will fit comfortably in the office structure and work effectively with students and staff; personality and academic credentials are essential factors. Prospective peer advisors submit a formal application. Following a review of the applications, the top candidates are interviewed. Finalists are invited to work (with pay and following a special training session) 10-12 hours during registration. This provides an opportunity for the applicant to experience advising and the staff to judge his potential and ultimately to make their final selection.

Training

New peer advisors participate in an intense training workshop designed to familiarize them with factual information, resource materials, and the fundamentals of interpersonal communication skills. From the very beginning, the importance of professionalism is emphasized. All peer advisors--new and on-going--met on a regular basis with the senior staff member responsible for their training and evaluation. These meetings provide a forum for continued development of their individual advising styles, discussion of problems or situations encountered or anticipated, and increasing staff awareness of student needs and concerns. Student-staff dialog is consistently encouraged.

Supervision and Evaluation

Supervision of paraprofessionals must be an on-going process which recognizes the peer advisors' capabilities and encourages self-development. Clearly one must continually monitor the accuracy of the information and advice given and ensure that the fine line separating the responsibilities of peer and staff advisors is not transgressed. An open-door policy on the part of the staff facilitates good working relationships and allows for early resolution of potential problems.

Regular formal evaluation of peer advisors on an individual basis is one of the unique aspects of our system. Twice each semester midpoint and end) both the peer and staff advisor/supervisor independently complete a written evaluation of specific performance characteristics which are identified as important, beginning with the initial training session Then, meeting together, the evaluations are compared and discussed with the goal of mutually establishing objectives leading toward improved effectiveness. In our experience, this formal, prearranged evaluation of all peer advisors is non-threatening and has proved to be an integral part of the individual's--and the staff advisor's--progress and development. In essence, the formal evaluation provides a vehicle for summarizing day-to-day progress.

Effectiveness

Lower-division students and staff rate peer advising as an effective component of the advising system. Students cite approachability and availability as strengths; return visits emphasize student satisfaction with the accuracy and quality of information and demonstrate the rapport which develops. In our experience, peer advisors are most effective with lower-division, transfer, and high school students, as well as with parents. Upper-division students readily accept factual information from peer advisors, but quite correctly, seek out the more experienced advisor for discussion of subjective matters.

Faculty acceptance covers the full spectrum. Peer advisors are seen as assets by faculty who are themselves committed to and actively involved in academic advising and counseling. At the other end of the spectrum, there are those who are furthest removed from the realities of day-to-day advising. Clearly, faculty acceptance and respect are accorded to individual peer advisors, and only after competence has been demonstrated.

Carefully selected, well-trained and supervised peer advisors without doubt provide an excellent return for dollars spent. By assuming a significant proportion of the routine one-on-one advising of lower-division students, staff time can be freed for pursuit of more creative approaches for reaching the student population as a whole. For example, staff have used this time to develop newsletters, group presentations, and media shows as well as to further their own professional expertise.

Despite the problems inherent in employing students, they bring to an advising situation an enthusiasm, a dedication, a familiarity, and a freshness, all of which speak positively on their behalf. Given current budgetary concerns advising offers a unique and cost-effective approach which demands examination.

ADVISING WITH AN INTERNATIONAL ACCENT: ACADEMIC ADVISING FOR FOREIGN STUDENTS

Faith N. Abbey, Academic Advisor
Temple University

The following is a summary of the workshop discussion in which participants raised questions, shared frustrations, experiences, and solutions.

One of the major areas of concern was that of English proficiency. There was recognition that TOEFEL scores alone are not always adequate indication of skills in English, and while 550 was the general level required for admission, this was not always strictly adhered to, especially with the intensive recruiting of foreign students which is currently taking place. At Temple, a placement test in English is given to all incoming students, including foreign students, and on the basis of this test students are required to enroll in a three or six-hour class in remedial English. After successful completion of the remedial work, they are required to take a Composition course, and they will be tested again at the end of their sophomore year in English proficiency. Since the testing is required of all students, it does not single out foreign students for special attention, and because a significant number of Americanborn students place in the remedial courses, it is somewhat more palatable to the foreign student. There are, however, special sections for foreign students taught by faculty from the TOESEL program at Temple. The major problem becomes, therefore, the fact that the course or courses are non-credit and represent an additional cost for the student since they are taken in lieu of credit courses. An answer to that problem includes sympathy, a reminder of how important proficiency in English is for them, and a recommendation to the powers that be that material sent to foreign students applying for admission include information about English requirements.

There was some discussion about using the term "foreign student." Since the focus for the workshop was on the student from abroad, on a student visa, who plans to return to his home country, and because "foreign" is not a pejorative term, the leader decided to use it as a more precise term than international student or non-native speaker, both of which are more inclusive terms. As in all interaction with foreign students, it is best to use the clearest, simplest, and most precise language.

There was discussion about course load, types of courses for beginning students (avoid courses with true/false, multiple choice type exams), how to resolve teacher/student misunderstandings, effect on immigration status with change of goals, and financial problems.

While each individual requires a different response, it is very important for the advisor to be knowledgeable about teaching methods of instructors, to maintain good relations with the people who handle immigration problems, and, above all, to establish very early and frequently both credibility and availability to the student, at the same time encouraging them to take initiative in approaching faculty with questions in resolving their own problems. These are students who are more than normally

self-sufficient or they wouldn't be here, and it is valuable to their self-esteem not to be dependent on others.

Encouraging independence, however, is not the same as indifference, and one needs to be particularly sensitive to cultural expectations students bring with them. It is important to know, for instance, that Iranian students see the teacher's role as that of preparing the student to pass the exams, and if he does not pass, that the teacher has failed in his responsibility, not the student. Not always the point of view of the faculty or Dean. It is valuable to be aware that politeness does not mean agreement; that different male/female relationship patterns may affect the advising relationship; and how frustrating it can be for them not to be able to have an indepth discussion about their home country with Americans. Yet many need to be cautious about political repercussions. One thing that should be clarified early is the degree of confidentiality the advisor can guarantee and what kinds of records should or should not be kept. It is recommended that written records be limited to factual information about courses only.

Finally, one other area of concern was discussed with no really satisfying solutions. That has to do with the timing, nature, and participation in an orientation program. Although Temple University requires attendance at an orientation program, there are always those students who turn up after classes have started. Then there is the question whether foreign students should go through the same program as other students or have a totally separate orientation. In the orientation attention should be given to explaining the American system of education (especially higher education) and its differences from that of their home countries. It is also desirable to pick up this theme again after the semester is under way and words have begun to be turned into reality.

ACADEMIC ADVISING CENTER

Susanne Masi, Assistant Dean and Director of Continuing Education
Jean Dolores Schmidt, BVM, Associate Dean and Director of Student Academic Services; Director of the Advising Center
Mundelein College

Since the inception of the Continuing Education Program (1965) and of the Weekend College (1974), Mundelein College has had a complex structure for admitting, characterizing, and advising its diverse undergraduate students. Mundelein's 1500 students range in age from 17-75; over half of them are over 25, and most of them are women. They are diverse in both ethnic and religious background. Over half the adults are part-time students.

Because Mundelein was growing rapidly with such a varied population, there was an urgent need for a new advising structure. An advising program with depth and flexibility would help these multigenerational students to cope effectively with educational offerings, and, more importantly, to find a space in the academic community and to look forward to a first, second, or even third career.

In spring of 1978, the Directors of Admissions, Continuing Education, and Weekend College proposed a plan to centralize the functions of their three offices under two discrete areas: an area covering the admission of all undergraduate students, and an area covering the advising of and the academic services for all undergraduates. This plan was strongly endorsed by the administration, especially the President and the Academic and Associate Deans; after a period of controversial and intense college-wide discussion, the proposal was approved by the faculty and was implemented in Fall, 1978.

The Advising Team is composed of an Associate Dean as Director of Student Academic Services, three and one-half full-time equivalent advisors, and one full-time administrative assistant--a total of seven persons, three of whom are faculty and three others who have had college teaching experience. A large office in the main administrative area of the college has been "created" into a multi-unit Advising Center.

The major functions of the Advising Center are to:

- --staff the Center seven days a week
- --provide initial transition and orientation for all new students after admission; each new student is assigned to an advisor
- --provide individualized academic advising for all freshmen and undeclared majors (majors are advised by department faculty); provide advising for the general education requirements of the college (Liberal Education Outcomes)
- --handle questions related to academic areas
- --monitor academic progress of students
- --maintain academic files on all students
- --analyze and give input on curriculum and course scheduling; produce schedule/course description booklets for each term
- --moderate a student academic advisory board

--serve as student advocates in academic areas
--maintain contact with academic departments and programs and the Learning Center for basic skills and academic enrichment
--conduct an exit interview with withdrawing students and follow up inactive students who have temporarily withdrawn
--refer nonacademic questions to appropriate student service offices

Establishing credibility with administrative offices and faculty was a major concern during the first year. Helpful here was the fact that most advisors have had more than one function within the college: faculty advisors had departmental and committee ties; the Directors of Continuing Education and Weekend College were both advisors; the coordinator of the Asian Studies program was a half-time advisor; this year the coordinator of the team-taught freshman core course, Analytical/Critical Reading, advises 18-year-old freshmen.

After one year of operation, the Center is pleased with its progress. Student and faculty evaluations were conducted at the end of the first year with extremely positive results. The Center promises to be a true focal place for student academic services--exciting, vital, and thriving.

A NEW STUDENT WORKBOOK FOR ACADEMIC ADVISEMENT

Rita E. Walter, Senior Academic Advisor,
Division of Undergraduate Education
State University of New York at Buffalo

The State University of New York at Buffalo orients many of its new students to the University through a series of two and one-half day orientation sessions which occur over a six-week summer period. Approximately 2500 new freshman and transfer students are seen during this time and approximately 800 more just before school begins. Academic advisement is a crucial part of these sessions and it is done in a series of short, intensive small group and individual meetings. Because of the large amount of information new students must assimilate, especially in relation to academic decision-making, the Division of Undergraduate Education developed a "New Student Workbook" to aid students in this process.

The workbook was a 32-page booklet, 8-1/2" by 5-1/2" entitled "Ticket to Ride." It was coauthored by three academic advisors (Shelley Frederick, Josephine Capuana, and Rita Walter). It received limited use by transfer students entering the University for Spring 1979 semester. The second printing (revised copy) was used by entering freshmen during Summer Orientation 1979 and by transfer students for Fall 1979. The cost of the booklet was covered under the Orientation budget. The address labels were also supplied by that office.

The booklet was mailed to new students as they reserved a date for orientation. A cover letter written by Stephen Wallace, an academic advisor, briefly explained how to use the workbook in preparation for their first encounter with the University. The letter also reminded students to bring the workbook and questionnaire to orientation.

Why was the workbook needed?

Proper use of the workbook would supply the advisor with information about the student. The student would actively contribute this information prior to the individual advisement session. Without access to high school records, we could easily be forced into "blind" advisement.

The academic advisement session is more profitable and more meaningful if the student has thought about choices before coming to orientation. The Undergraduate Bulletin is too comprehensive and overwhelming, and a freshman does not need all of the information it contains. The orientation program does not allow enough time for reading all the available material. If selected factual information can be learned by reading prior to arrival at the University, this information can be expanded, explained, and elaborated on during orientation. Then the advisement session will be more meaningful and will provide a more accurate impression of the role of the academic advisor.

What should the workbook contain?

The Table of Contents lists the following topics:

Academic Advisement
University Requirements
How to Choose a Major
How to Be Admitted to a Department

Planning Your Program
Pre-professional Studies Program
Electives
Degree Options
DUE--Distribution
Grading Options
Study Skills
How to Build a Schedule
Block Schedule
Scheduling Worksheet
What Do I Need to Register?
Chapter Review Quiz
Glossary of Academic Terms
Correspondence Directory
Academic Advisement Questionnaire

The workbook avoided duplication of material which the student could find in detail in the Undergraduate Bulletin and other publications. It did extract from the Bulletin information for which all students are held responsible and highlighted and explained topics such as degree requirements and grading. It familiarized the new student with terms, schedule planning information, and University resources.

The section on Academic Advisement introduced the new student to the role of the academic advisor and gave office locations and phone number. "How to Build a Schedule" section included instructions and reproduced a portion of the actual class schedule, explaining terms and abbreviations. The Scheduling Worksheet used the same format as the course request form which the students submitted for registration.

The workbook addressed academic concerns. The correspondence directory gave students the addresses of offices to contact for questions dealing with nonacademic matters such as fees, financial aid, housing, etc.

How should the workbook be used?

Ideally, the workbook was intended as an aid to help students raise questions. It was to be used developmentally.

The Academic Advisement Questionnaire was designed to be used as the students progressed through orientation and advisement. The first section dealing with SAT scores, advanced placement credit, and high school subjects and grades was filled out prior to academic advisement. As information about the University and major requirements was obtained during orientation, the students began noting required course choices. During or after the individual advisement appointments, the students should be able to complete the list of courses chosen for the first semester.

Sessions during orientation to teach the process of decision-making, academic planning, course selection, and scheduling were all planned to make reference to specific sections of the workbook. This reinforced what students had learned from the workbook.

All of this preparation for the academic advisement session allowed the advisor to discuss more meaningful concerns rather than merely reiterating requirements.

Evaluation

The information obtained from the questionnaire enabled the advisor to learn something about the student before their first meeting. This worked extremely well.

The plans for using the booklet during orientation sessions did not work well because many students neglected to bring the booklet with them to Orientation. Our supply was limited and we could not issue a second copy. Available copies were shared. The required questionnaire was duplicated and given to each student who needed one.

A stronger letter should accompany the booklet if it is mailed in advance. Possibly the letter could refer to the imposition of a penalty for not bringing the book to orientation.

With the advent of a General Education component to the degree requirements, the booklet will have to be revised before another publication.

MULTISYSTEMS ADVISING IN A COMPREHENSIVE UNIVERSITY: ACHIEVING UNITY THROUGH DIVERSITY

William Doerr, Chief Academic Advisor, School of Agriculture
Jane Harris, Advisor, College of Liberal Arts
Billie C. Jacobini, Chairman; Chief Academic Advisor, General Academic Programs
Jeannette Jenkins, Advisor, College of Education
Michael Walsh, Advisor, School of Technical Careers
Southern Illinois University at Carbondale

INTRODUCTION

Although Southern Illinois University at Carbondale is a large university with over 32,000 students, located on three campuses, this paper is concerned with the advisement process for the 19,000 students in the ten undergraduate colleges on the Carbondale campus. Under the present system, which has been in operation since Fall 1922, the dean of each college is responsible for providing a select group of trained advisors devoting full or part-time directly to the function of advising. This process involves an advance registration period of approximately eight weeks during which almost all students are advised and registered.

Although all advisors were centrally located when this system was inaugurated, the advisors, mostly faculty members on released time, advised their own majors. General operating procedures were established by an advisory committee with an elected chairman.

During the sixties and seventies, a series of steps toward decentralization were made until each college had a separate advisement office and advised its own majors from the beginning of their academic careers. Students who had not yet declared a major were advised in the Pre-Major Advisement Center.

As the colleges operated their separate offices, each evolved somewhat different procedures, the better to serve the various populations of students. Now, colleges such as Agriculture and Engineering rely exclusively on faculty advisors. Some of the colleges, such as Liberal Arts, Human Resources, and Science, have a staff of professional advisors who handle part of the advisement process, but students also confer with faculty in the department. Other colleges, such as Education, use professional advisors exclusively.

COLLEGE OF LIBERAL ARTS

The College of Liberal Arts has a central advisement office as well as faculty advisors in its 14 departments. Students come to the advisement office to be advised, self-advise, or fast track. They also see a faculty advisor either before or after their session in the advisement office. Faculty advisors, who are given released time for advisement, are available for consultation at designated times throughout the academic year; they give advice on major requirements and course selection as well as final approval of the major during the last semester. Tney also help students with graduate school information, career planning, and job placement in the major field.

Advisors--faculty and professional--keep in touch with each other to share information and solve student problems.

This dual system of advisement provides the student with the best the faculty has to offer--information about courses, careers and graduate schools--without burdening the faculty with the need to check the student's progress in meeting university and college requirements and the many other details the professional advisor handles.

PRE-PROFESSIONAL ADVISEMENT

Pre-Law

The College of Liberal Arts has a pre-law advisory committee to help students plan a curriculum aimed at improving the skills important for the study of law. This committee is made up of faculty members who are also lawyers or who have particular expertise in fields important to pre-law preparation. The Committee sponsors Pre-Law Night each fall, where opportunities are presented for open discussion of undergraduate curriculum and the law school admission process with students and faculty from the Southern Illinois University at Carbondale School of Law.

A mock Law School Admission Test (LSAT) is given twice a year under regular test conditions. Faculty and academic advisors analyze results with each student and suggest courses to improve deficiencies in tested skills or, when appropriate, the need for a different career goal.

The pre-law committee works closely with advisors in planning pre-law curricula. It sponsors a team-taught course for freshmen, a Pre-Law Guide for Undergraduates for free distribution to interested students. The committee also assists students in determining which law schools to apply to, taking into consideration the student's LSAT score, grade point average, and financial situation.

Health Professions

In the College of Science, the Premedical and Predental Advisory Committees consist of persons who teach or counsel students in these fields. The committees are responsible for curricular guidance and furnishing a composite reference for students applying to medical, dental or other health career schools.

The Health Professional Information Officer is located in the College of Science Advisement Office and provides information and counseling to students interested in health careers. A file containing biographical data and reference letters which serve as a basis for the composite reference is maintained in this office for each student planning to enter a health profession.

PRE-MAJOR ADVISEMENT CENTER GENERAL ACADEMIC PROGRAMS

The Pre-Major Advisement Center is the academic home of those students, primarily freshmen and sophomores, who have not yet declared a major. About 36 per cent of entering freshmen fall into this category. The basic assumption is that students want and need the services of an advisor, that they expect the

advisor to be accessible, provide them with specific and accurate information, give them advice and counsel, and provide them with a personal contact in a large, impersonal, and often confusing environment.

An experienced staff of academic advisors is maintained to provide students with all current and pertinent information concerning the University, General Studies, Registration Center, Special Programs, and all majors and minors. The advisor not only advises on course selection and University requirements, but also helps the student to self-understanding and value clarification. He/she stimulates career exploration and planning and, ultimately, major selection at which time the student goes on to the appropriate college.

Because of the nature of the students in the Center, it is incumbent upon the staff to maintain close working relationships with academic departments and with the many support units on campus. For instance, the facilities of the Career Counseling Center are utilized frequently by the students but also Career Counseling staff act as resource persons during yearly workshops for the advisors.

Other support units with which the Advisement Center works closely are:

Specialized Student Services (Handicapped students)
Center for Basic Skills
Special Supportive Services--Special Admissions
Counseling Center
Testing Center

General Academic Programs maintains a writing clinic, a math lab and a reading clinic as well as a network of tutors through the Center for Basic Skills and Special Supportive Services to aid students who are experiencing academic difficulties. It also employs a counselor who can work more in-depth with students on probation to try to determine problem areas and develop an individual case plan for each student.

To facilitate the advisement process, current curriculum guides are maintained for all majors on campus, and also a Faculty Consultant System is utilized whereby each semester faculty members from different departments spend an hour on a given day in the Center to talk with students and/or advisors about that particular major. Faculty are also used as teachers or facilitators in seminars or workshops on such varied topics as interpersonal communications, how to communicate more effectively with minority students, or how to recognize and refer a student who needs personal counseling.

All of these activities are ongoing, as our student population is constantly changing. During the academic year, approximately 1,000 students declare majors and petition into the major academic units. A like number of new students enter the unit each fall.

SCHOOL OF AGRICULTURE

All academic advisement in the School of Agriculture is done by the regular faculty who also do teaching, research, and service; no professional or staff person is designated exclusively as an academic advisor.

Using faculty as advisors has certain advantages and also some disadvantages. For the School of Agriculture, these are advantages:

1. Students have quick access to an advisor. The advisor/advisee ratio is approximately 1:22.
2. Academic advisement and careers/professional advisement are integrated.
3. The faculty advisor receives informational feedback concerning courses, programs, and curricula.
4. Having served as academic advisor facilitates and enhances the faculty member's role in providing assistance in placement and in recruiting graduate students.
5. Serving as academic advisor helps (motivates) the faculty to keep current on the university's academic requirements.

The following disadvantages are noted:

1. Advisement, added to a normal teaching-research-service assignment, causes an extremely heavy peak in the workload for approximately one week during each semester.
2. Part-time advisors have less opportunity and motivation to gain optimum information which would make them excellent advisors.
3. Faculty members have little training as academic advisors.
4. Faculty members are not selected for their advisement skills.

This system of using faculty advisors works because the faculty accepts the responsibility and because a support system has been developed which compensates for the disadvantages includes a central advisement and academic records office for the school; specific check sheets for each major to serve as guides for course selection; training, supervision, and backup support provided by the assistant dean for instruction, who serves as chief academic advisor.

SCHOOL OF TECHNICAL CAREERS

The Baccalaureate Studies program is designed primarily for graduates of two-year occupational associate degree programs. It provides these graduates with the opportunity to earn a bachelor's degree with an additional 60 semester hours. Students develop individualized programs of study which build on the competencies gained in their first two years.

Because of the individualized nature of the program, its emphasis is on engaging the student in curriculum planning. Because the basis for the student's curriculum is the student's career goal, extensive emphasis is placed on stating and clarifying career goals. In advising, therefore, these activities play an important role.

Program goals are as follows:

Pre-admission

1. Become familiar with program goals and guidelines.
2. Decide on suitability of program.
3. Explore, clarify, and state academic and career goals.

4. Develop a program of study consistent with these goals and program guidelines.

Post-admission

1. Register for courses according to academic plan.
2. Review academic and career goals in light of experience, and make needed changes.
3. Plan for job search.
4. Graduate.

Advising activities are designed to mirror these goals very closely. The greatest amount of advisor time and effort is spent in program planning with students seeking admission to the program.

THE COLLEGE OF EDUCATION

Advisement with the aid of an advisor is mandatory for the student in the College of Education because of the complexities of both the State Teacher Certification requirements and the admission and retention standards of the Teacher Education Program.

A decision component course, Education 201, Teachers' Role in Education, is taught by the advisors of the College of Education. This course is designed to help students decide whether or not they want to become teachers. Career counseling is one of the most important offerings of Ed. 201.

Computer programming has become an important part of the services offered by the College of Education advisement. Each advisor is assigned a number which enables a printout of his/her advisees to be run. This list is used by the advisor in some of the following ways:

1. Check on correct coding for major.
2. Identify students' Teacher Education status and current enrollment in TEP courses
3. Provide an update on grade point average and total hours completed.
4. Detect graduation problems with aid of current enrollment.
5. Identify probation students.
6. Check on grades from previous semester.
7. Identify deficiencies for pre-student teaching requirements.
8. Check on courses added and/or dropped.
9. References for identifying students for special awards.

CONCLUSION

There is diversity in the advisement system at Southern Illinois University at Carbondale. This diversity enables us to individualize the advisement process to fit the different needs of different students, with different majors and different goals.

In spite of diversity, there is also unity. The advisement centers act in concert in order to have a regulated orientation, advisement, and registration system. These procedures are coordinated through the Chief Academic Advisors Committee which meets monthly with Admissions and Registration personnel. This committee set up New Student Days, helps determine the testing calendar, and devises a unified Advisement and Registration calendar. It also acts as a conduit for the dissemination of information to advisors all over campus. Here, problems are aired, innovative techniques shared, new or changed rules or procedures discussed, and ways to implement them devised.

A typical agenda might include:

Registration Center Information
Explanation of the New Honors Program
Request for Feedback on Summer Preview
New CLEP Guidelines and How to Implement Them

At another meeting the following might be discussed:

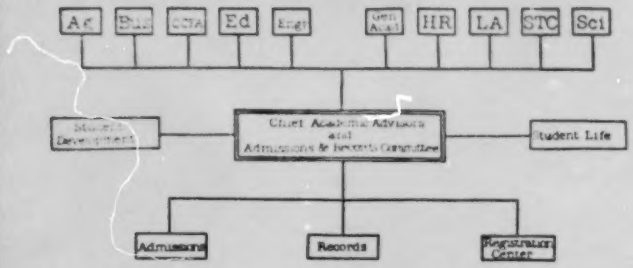
Report from the Committee on Beginning of Semester Activities
Special Major Guidelines
New General Studies Courses
New Procedures on Late Withdrawals

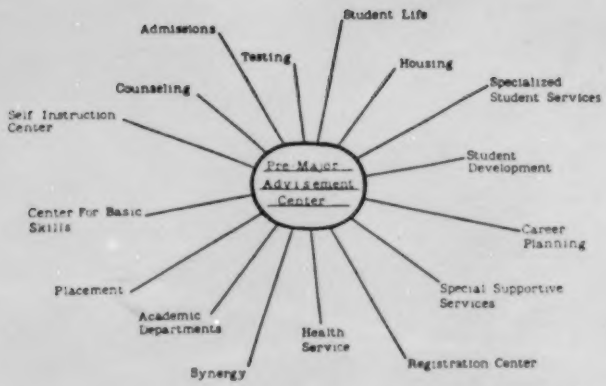
Another function of the Chief Advisors Committee is to plan and produce all-campus advisor workshops, usually biannually. Although each unit may have need for specific knowledge, all must share large segments of information. This concerted effort assures maximum benefits for all advisors as well as providing a sense of community among the academic advisors and the support units.

Although there are almost 20,000 undergraduates on campus and the ways vary, the goal is constant: to provide the student with individualized advisement to meet his particular needs, as well as a point of reference in the university setting.

DEVELOPMENT AND IMPLEMENTATION OF A MENTOR PROGRAM

Ellenor Mahon, Director of Counseling
The College of Charleston, Charleston, S.C.





Mentorship is intended to promote a much broader relationship between faculty and students than the traditional faculty advising role. The mentor cares for the whole person and specifically helps to "facilitate" the student's assuming responsibility for his personal academic development through a liberal arts education. The mentor-advisee relationship is one defined with a specific goal--the goal is development of the student's individual interests, needs, and abilities.

A mentor is an educator in the most complete sense of the word. Mentorship gives human shape and direction to the assumptions that hopefully already motivate the College of Charleston community: that a liberal arts college is an environment in which a student develops as an entire person; that in a context of total learning, faculty and students can enjoy a rich personal association; and that the wisdom (not just schooled knowledge) of the faculty is the primary agent for assuring that the College does, in fact, make a difference in the lives of its students. Mentors will have different personal styles and will have different things to offer their advisees, but what each mentor has to offer will be unique and valuable. Whatever his or her personal style, a mentor should be available, open, straightforward, concerned, and discerning.

A mentor needs to be aware of his advisees, their feelings, situations, goals, and attitudes. A mentor will also need to identify each advisee's aptitudes and deficiencies, to understand and clarify to advisees the full range of possibilities within the academic programs at the College of Charleston, and to help each advisee formulate an appropriate learning plan. Mentorship should enhance learning by giving direction to the energies of the students and by relieving pressures and anxieties that detract from the learning process.

It will be necessary for a mentor to prepare himself in a way far beyond what was necessary for traditional faculty advising. The mentor needs to be fully informed on all academic programs at the College, including the various learning opportunities available at the College. He will also need information on graduate schools, professional careers, and other career possibilities he might not previously have known about.

The three main purposes of the Mentor Training Program are the following:

1. To present the faculty participants with a total picture of the College of Charleston. Each mentor will acquire specific information about each academic program, about the social environment and living situation of students on campus, and about such procedures and services as admissions, Co-Op, Communication Skills Lab, counseling, extra-curricular activities, independent study, etc.
2. To offer the faculty participants additional tools for discerning student

attitudes, deficiencies, and concerns in order to assure continual student growth. Mentors will be exposed to information about a wide range of student experiences and pressures: minority student concerns, drugs, sex, parental concerns, and career expectations.

3. To expose the faculty participants to different approaches to teaching and learning. This dimension of the training program will give conscious attention to skills and techniques already in use at the College (tutorial, small group discussion, lectures, laboratories, and media presentations) and focus on the appropriateness of such techniques in various learning contexts. Perhaps the most important part of the training program is the regular encounter of the faculty participants with each other in open and frank discussion about their hopes and frustrations, their successful and unsuccessful approaches to teaching, and their understanding of their many relationships with colleagues and students.

Recent research regarding the College of Charleston Mentor Program has focused on the following questions:

1. Do students perceive their mentors as behaving in ways which are believed to be conducive to an effective mentor/mentee relationship?
2. Do students perceive their mentors as being a source of support during their efforts to adjust to the academic and social demands of college life?
3. Do students believe that as a result of their mentor relationship they have experienced personal growth?
4. What specific mentor behaviors result in mentor relationships' being rated as supportive of students' efforts to adjust to campus life and conducive to their personal growth?

Answers to the above questions were obtained through analysis of 141 freshmen and sophomores' responses to the Advising Survey Form (ASF), a five-point Likert-type questionnaire measuring students' perceptions of their mentor relationship. High ratings on the AFS indicate positive perceptions. The AFS is comprised of three sections measuring different aspects of students' perceptions of their mentor relationship.

Analysis of the data suggest that mentees perceive their mentors as behaving in ways which are considered by authorities in the field to be conducive to effective mentor/mentee relationships. Furthermore, mentees believe that their efforts to adjust to the demands of college life are supported by their mentors. Students do not appear to believe that their personal growth has been enhanced by their mentor relationship.

Although students' responses to items pertaining to the first two questions addressed by this investigation are positive, it should be noted that there is substantial room for improvement in their ratings. And it is disappointing that students do not perceive their mentor relationship as enhancing personal growth. Thus, these findings, although generally positive, indicate a need to design strategies to improve the students' perception of their mentor relationship.

The hypothesis generated in the factor analysis provided clues for corrective strategies which could possibly improve students' rating of their mentors. Specifically, the hypothesis suggests that training programs should be developed which would increase mentors':

1. sensitivity and ability to challenge students to clarify and attain their goals;
2. communication clarification skills;
3. knowledge of the "ins and outs" of the College of Charleston campus life.

ADVISER RESPONSIBILITY FOR PROVIDING LEADERSHIP TO GET INSTITUTIONAL COMMITMENT TO ACADEMIC ADVISING

Dan Wesley, Director, Arts & Sciences Student Academic Services
Oklahoma State University

Many institutions of higher education have not made a firm commitment to an effective program in academic advising. The lack of commitment generally is associated with a less satisfactory advising system - students having ill-defined goals and making decisions out of ignorance and frustration. Graduation may arrive for students without clearly defined responsibilities and the absence of rewards. The institution will likely experience a higher than expected attrition due to student dissatisfaction. Until an institution sees the worth of a good advising system and provides for the selection and training of advisers as well as giving appropriate rewards, the institutional resources will not be used to their maximum potential. Institutional commitment is essential for an effective academic advising program.

There are a number of reasons why many top administrators fail to support strong advising. Most institutions have been experiencing growth, and the departure of the frustrated and unfulfilled students went unnoticed. Most administrators have limited awareness of student needs and problems since they themselves are likely to have been successful students. Advising is often carried as an overload and the institution accepts the function being performed as a clerical responsibility; the use of faculty with release time would be regarded as luxury.

My contention is that those with advising responsibilities need to take the leadership in helping the administration better understand the contribution which can be made to student development and satisfaction with the institution. Following are specific recommendations for helping the administration become more committed to better academic services to students through advising.

1. Prepare a proposed philosophy statement for academic advising which takes the institution's mission into consideration and places the student at the focal point.
2. Prepare a job description for academic advisers which clearly defines advising as having liaison functions - serving students and the institution and interpreting each to the other. Define rewards (promotion, salary, tenure and/or release time).
3. Make studies related to student experiences. What factors in student experiences relate to success and failure? Why do students drop out? Why do students change programs? What are the unique needs of marginal or failing students? What happens to graduates? What added services do students seek? Etc.
4. Devise a system for the selection and training of advisers and provide a systematic procedure for keeping advisers up to date through an adviser's manual, periodic meetings and/or a regular newsletter.
5. Keep superiors informed of unique situations. Seek their guidance and expect their support in case an advisee might wish to appeal a decision.
6. Provide advisers with authority for making decisions (or recommendations) on deviations of policies and procedures.
7. Identify support for improving an advising program among the students, advisers, staff and administration.
8. Identify the bottlenecks for change and see if alternate procedures can minimize this influence.
9. Encourage the participation of critical administrators in workshops and conferences related to retention and academic advising such as those conducted by ACT.
10. Provide written digests of published research and authoritative statements regarding student needs and effective advising approaches to those who have an interest in advising as well as those having responsibility for it.

The suggestions made here for keeping our superiors informed imply that a system can change. In the process, effective advising can lead to more effective procedures. We can provide reinforcement for the good things that take place. The bottom line now is that of keeping the channels of communication open throughout the administrative hierarchy. Let's now wait for the problems of decreasing enrollment to cause our administrations to make drastic changes out of ignorance. Let's get the facts and bring them to the attention of those in power.

PROGRAM EVALUATION: BOON OR BURDEN?

Jane Crisler, Director, University Special Student Office
Patrick Linnane, Asst. to the Director, Center for Advanced Studies in Human Services
University of Wisconsin--Milwaukee

Recent times have witnessed a flurry of evaluation activity in academic advising. The bulk of the evaluative effort has focused on the advisor as the unit of analysis. Review of the literature points up the fact that little has been done to examine academic advising in terms of supporting program policy, administration, and planning.

Beginning in the calendar year 1978 and continuing today, the University of Wisconsin-Milwaukee Special Student Office and the Center for Advanced Studies in Human Services in the School of Social Welfare have been collaborating to establish an ongoing system of program evaluation which has greatly enhanced the information base for program decisions.

Based on that collaborative effort, several issues have emerged which would be useful to review with other advising programs. Program evaluation is easily misunderstood by program staff. Questions of design, rigor, and the perceived esoteric nature of the data often serve to dissuade programs from participating in evaluation.

This presentation:

1. Explained the role of the evaluation consultant as one who serves the program. Too often evaluation experts neglect practical information collection and usage for exotic and self-serving designs when the design should have been tailored to the program need.
2. Described how the consultant can work with the program personnel to achieve evaluation objectives and identify uses for the information collected.
3. Explored the establishment of a data base and the selection of an appropriate level of analysis.
4. Discussed actual programmatic impacts which can be linked to the evaluation effort.

This lecture/discussion was aimed at faculty, peer advisors, directors, and old and new advising personnel because the effectiveness of a program evaluation is directly related to increasing the understanding and commitment of the entire network of advising persons.

General Session Panel

ADVISING'S BOTTOM LINE IS AT THE TOP

Sr. Collette Mahoney, President
Marymount Manhattan College

I'm very happy to be here and pleased that you asked me. I'm very enthusiastic about the development of this organization and look forward to its growth, its development and its taking a major part in the academic organizations that we have.

I feel supportive of the whole concept of academic advisement for several reasons. Although my educational subconscious or psyche may account for part of this, I also live with the reality that there are students who get up to graduation without enough credits and have to put away their caps and gowns and not get their diplomas. I remember being terribly angry at the administration, naturally, who else, when sometimes it was indeed the fault of the faculty. It has left a lasting impression on me that some kinds of things should not happen, and unfortunately, I think they still do. Academic advisement is not new. It was a respectable part of our role as faculty; it was always given deference at the opening of meetings by the president, but it was sort of a less formal procedure than we hope to make it today. Two or three times a year we looked over the program of the student to see that she had enough courses that would make her cultured. I think perhaps, if I'm really honest, we gave a sharper look to see that the sequence of courses was proper for a particular graduate or professional school.

I was a major part of that kind of advising system. I think in many ways it was a very good thing in its time. However, as the landscape in higher education changed, I think the role for academic advising didn't change, but almost before our eyes higher education was changing. I think it's about time that we recognized this. If you followed the Carnegie Commission reports, they came out with some recommendations on or about 1970 which recommended that a much stronger emphasis be placed on advisement. That had been sort of percolating in our institution for a couple of reasons, which leads to one of my reasons for being so supportive. One is that our student population was beginning to change. We had made a decided and very definite decision to admit more minority students. That was an outcome of the whole movement in the early '60s. By 1970 we had several types of minority students -- older returning women, students who came to us through the normal, regular admissions process, and a group that we refer to as our "community leadership students" that are academically and economically disadvantaged. That program or that kind of mix was about five or six years old at the time, and we were suddenly beginning to realize (I think that we probably knew it, but it was taking a stronger configuration) that very different kinds of services were needed if we were really going to be faithful to that commitment. At the same time the numbers of older women began to come to the college for a number of

reasons: they wanted to improve their working conditions, to seek new careers, and to start working again.

Around that time we were beginning to feel enrollment declines. I had worked in a junior college once and had tremendous respect for the work that those kinds of colleges did and knew that many of their students could transfer. Fortunately, I had a member of the staff who understood this and worked with me; we recruited them and got them into college. If I can categorize them, they were "transfer students."

There's no way that we can adjust to changing student populations without a strong commitment to advisement. Each group has separate needs. In those early '70s bits of it were being met by the admissions office, a bit by the registrar, a bit by some stray faculty member up on the fifth floor, another one down in the basement. It was all over the lot. We clearly began to see the need for coordination of these kinds of advice so that we had something that kept with our mission, aims, goals, etc.

At about that time we were beginning to see the first results of what we called an "open curriculum," which was an attempt to unfreeze the curriculum of the late '50s and '60s to be somewhat more relevant. It was clear in our rhetoric when we devised that curriculum and wrote it that advisement was going to be a strong component, but unfortunately we were working out of a concept or an understanding of advisement as I described earlier. About '71-72 we realized that the weakness of that open curriculum which has since died a very graceful death, was due to the fact that we did not really establish what was needed in terms of the advisement. The whole thing was crucial on advisement. A new concept of advisement had to be developed. Those two streams merged to give us many reasons why we had to do something very clear about advisement.

There is one other very strong reason why I think it's crucial. It is extremely helpful in establishing confidence in your program in the midst of this "liberal arts" versus "career development" debate. I hold very little patience with that debate, particularly as the head of a woman's institution when I look at the facts for women: the average young woman will work for 25 years of her adult life, change her job two or three times, get married and have children. Clearly the education that is needed for her is a little different from that I received or perhaps most of you received. For years career development went on for men, clearly designed to prepare men for various professions. Now that we have a gap to close, when that was not the design in educating women, I see no harm at all in emphasizing career development. I feel myself passionately devoted to the liberal arts, but I also realize that women have too many tough years ahead, and I want our advisement program to make them realize that what they learn in their education can be used. The key is to provide a flexible one.

I think that that gap can be closed, I see it happening in our own institution. Not only is it just a matter of our integrity, but I feel the morale of our humanities faculty, particularly, improves when they realize that you can do things with an English major and a history major, etc. There is nothing wrong with simply being a scholar for the rest of your life, but most of the world doesn't understand that.

Now I would like to talk (if I can use this word, to leap into the technological era) of the "fallout" from some of those things. Probably the first thing I suppose you would expect every president to talk about is retention and obviously I would not deny that the head count is extremely important. We appreciate and we're happy for our increased enrollment. We are agreed at our institution that a portion of our increased enrollment is due to improved retention and that this retention can be attributed to the advisement program.

Secondly, another important result of fallout is the professional development of faculty. In the advisement program, when it gets organized and it becomes a dynamic force in your institution, faculty have a tendency to get out of their ivory towers and realize that their discipline is related and that their discipline is extremely important, not just to the quality of the life of our students when they graduate, but to what they do with their life. I find that extremely important.

Thirdly, a general overall change in attitude or morale in the institution occurred in a very unusual way, and I expect that this would be true no matter what the size of your institution was. Faculty, administrators and students, with the emphasis we have placed on peer counseling, began talking to one another in a way which can enable real change to come about -- good, solid curriculum practices. I've seen the improved practices in our honors program, in some other programs, and in the distribution of courses. I can think of a lot of things that have come about because of activities that have been picked up or generated by the advisement office.

There is another fallout which is interesting in a sense. We are hearing so much lately about using students for institutional perpetuation. This seems to be the latest way of getting at us on unfair practices in higher education, lack of integrity and all the other horrible things we are doing. I think that if we are sincere, and I know we are, a good advisement program not only helps keep students, but it also helps to advise students that they will seek their educational goals perhaps better in another setting. Somehow we have to recognize that our institutions will not satisfy everybody, that there are some who come thinking it will and that we do have an obligation to higher education and to other institutions to see that a student doesn't drop out but gets into another higher institution that best meets his or her goals.

Those are some of the reasons why I think that I have a commitment. What do I want to see happen? Obviously, I want the configuration. I feel very strongly that a commitment isn't a commitment unless there's a configuration. Somehow we are very strange people; there must be an office, there must be a body in the office, there must be ways that this identifies with the institution. The number of people involved in the program, I think, is fairly limited in our instituion. I mentioned earlier categories of students, but now they cut across many different kinds.

Students fall in all sorts of categories. They need attention, and special attention, so that a general advising program cannot cover that. So we have to start focusing on different kinds of students. I think the peer counseling program as we have devised it needs a much stronger configuration and needs more resources.

What are some of the difficulties? Well, obviously, everybody's president is going to talk about money, and it's a real sincere difficulty. Most of us want what is best for education. I think that ways have to be found to reward faculty in this process of advisement. Real ways of expressing the value of this have to be found -- how to get into the tenure decision-making process the value of advisement, how to allocate a certain amount of the faculty member's salary to that.

I don't know that that's a presidential problem; that is something clearly that has to be settled by faculty. We have just come through a review of the governance, and only those areas which deal with rank and tenure, and it's taken four years. Now, if we throw this on the table, which I think is inevitable, it's going to take another five years, so there is an inbuilt way of life in the academic world which sort of militates against this, which I don't think is related to the presidential degree. What I think the president can do is alert people to needs of those kinds of things in the institution if it is going to be successful.

One last difficulty is changing governance patterns. We are just about recovering from the '60s and finding out what the president should or should not do with the deans, the faculty, etc.; we are now finding ourselves. The academic advisement with a strong configuration overlaps with the financial aid, career development, curriculum planning, and faculty development. So those are areas that must be integrated with the respective deans, etc., of those other areas. That's very important. On the other hand, if I were talking to financial aid officers, we would be saying the same thing. Both roles are new, they're new since 1965 when the Higher Education Act sort of changed things. And they have created new positions, new responsibilities, and we haven't yet plugged them in gracefully or skillfully into the governance. So I see that as a very big difficulty because they're always kind of touchy areas.

The other area that I think we need a lot of hard thinking about and what I would like to see some work done in is the role of academic advisement with the part time faculty member. We are in a large metropolitan area, and the opportunities we have for part time faculty are enormous. They want to get involved; they want to get into this process because students identify with them. How do we integrate them; how do we reward them?

Probably my most favorite aspiration and dream is merely to make academic advisement the core to life long learning. I don't think we have even scratched the surface on that. I'm talking about getting through the change of a lifetime, which I think the liberal arts education is, deciding what your career goals are, and then deciding what you want to study for the rest of your life. Sometimes they need not mesh. You may want a career in banking, but you may want to become an expert in the French dramatists. I don't see any contradiction in that, and I think that a good liberal arts education, by the time the student is ready to leave, should have some of those goals down. I see the advisement program as a way where they can start in the beginning and be monitored through the four years. Again, the configuration must be put on that. But if we are really sincere about what we say, I think that we have to find ways of doing it.

I think academic advising is crucial and is <u>the</u> single most integrating factor in our institution.

Dr. Donald J. Mash, Vice President for Student Affairs
George Mason University

Introduction

Since the function of academic advising involves the teaching faculty and academic administrators in significant ways on most campuses, line responsibility for managing academic advising is not often in the hands of student affairs professionals. Nonetheless, advising is a matter of critical importance to us because of the functional relationship it has to many of the traditional student affairs programs.

Why the new found interest in advising in the last few years? I have some thoughts.

A number of changes in higher education have made the delivery of effective advising more complex than ever before, and therefore more difficult to do well. Some institutions have not recognized the impact of changes and continue to maintain an approach to advising which may have worked years ago but is no longer effective. In cases where there are indications that the advising approach is no longer effective, institutions appear to be unable or unwilling to alter their approach. In other cases there is a false sense of satisfaction with inadequate advising based upon apparent student satisfaction with the mechanics--course sequence and scheduling procedures.

Factors related to faculty workload and conditions of employment have complicated the advising picture. Enrollment fluctuations on many campuses have prompted staffing decisions based on expediency and/or necessity rather than careful planning. Collective bargaining agreements have caused role perception changes among faculty.

So called new students have complicated the picture. The new students include adults who are pursuing education in order to move into new employment, to resume interrupted careers, or to explore new found interests. During the 1960's the number of adults enrolled in higher education, grew from approximately nine million to twenty-five million. In addition, higher education now enrolls many 18-21 year olds who lack necessary academic skills. Although a significant number of these students are minorities, the majority of them are the sons and daughters of blue collar workers. A number of adjectives have been used to describe these students as a group-disadvantaged, culturally deprived, underprepared, and high risk.

The new students, whose backgrounds are unlike those of traditional students of the past have different needs that warrant different responses. For example, many campuses are currently wrestling with problems related to retention. When faculty and administrators complain about poor, unmotivated and ill-prepared students, they ought to consider the possibility that the advising function may be compounding if not creating some of the problems.

The increasing complexity is explained by the presence of other factors. We have seen the proliferation of courses on many campuses, more flexibility in the curriculum and additional degree possibilities. We are facing some critical issues related to the job market and a heightened student awareness of marketability after graduation. We have seen increased mobility expressed in higher numbers of transfer students, who along with new freshmen require a certain period of time to gain a grasp of the institution, find their niche, and develop a relationship with one or more professors in their field. We find more undecided students, and more students who remain undecided longer, attempting to sort out program options that will ensure satisfying entry into preferred work or graduate school. Many "decided" students who declare a major do not know what they will do with it. Against this backdrop a much closer current look at advising is long overdue.

When advising is criticized, the tendency is to look primarily at the mechanics of the advising function and to declare that the advising is sound if it is being done as prescribed. I believe, however, that we need to look beyond the mechanics of advising to the relationship of advising to other essential programs and services available on campus. Only through the coordination and integration of related functions can we hope to speak adequately to student needs amidst the complexity confronting us. The coordination and integration of the advising function with other related services (most of which are provided by student affairs professionals), is the key. There has been increasing professional specialization resulting in fewer generalists. This is true in the student affairs profession as well as in areas of academic administration. Service coordination and delivery will be more difficult because there are now more pieces that will have to be brought together.

Too often advising is carelessly described as a system (or a model) when in fact it is implemented in relative isolation from other services and programs on campus which could collectively stand as a system. Clearly the dynamics of managing the advising function are less involved than the dynamics of an advising system or a developmental approach (used interchangeably).

When viewed as a function and implemented as such, advising is ripe for criticism and is often viewed as inadequate. The criticism directed at the advising function often results from the sterility of its unrelatedness rather than the way the advising function itself is managed. When advising is administered as a function without regard for the relationship advising has with such functions as admissions, orientation, career services, personal counseling, and academic assistance, the benefits of a well managed advising function will never be realized. When relationships are systematically developed among advising and related functions in a managerial scheme consciously conceived, an advising system replaces and advantageously blurs the beginning and the end of the advising function.

System advising is merely a more comprehensive approach to the student than the function of advising. It incorporates the function of

advising but is not a substitute for the tasks performed in the advising function. System advising is as much a management concept and a stage of mind as it is a definable set of functions coordinated for maximum results. The specific tasks performed in the advising function don't change in system advising; they are simply expanded upon and systematically related to other important services which collectively are capable of contributing to the development of students in a more significant way.

In simplified form I believe there are three general dimensions of system advising that should be present in a management scheme. They are: 1) advisers who view advising as important and who are recognized and rewarded for their performance; 2) a training program for advisers which is capable of instilling a thorough understanding of the institution's academic programs as well as its related support services; 3) a thorough understanding of the student developed through effective preadmission and ongoing data collection. These dimensions must then be brought together in face to face sessions between adviser and student for the purpose of arriving at goals based upon the student's background, expectations, and strengths.

However, understanding the essence of an advising system, and having all its parts present on a given campus, still leaves the formidable task of implementation.

The State of the Art

Advising is delivered in a variety of ways--by faculty, or through central advising at the institutional, college, or departmental level--each with varying degrees of faculty and student peer involvement. There are a number of variations to these arrangements, and many campus advising approaches employ parts of all the options mentioned.

Traditionally faculty have been at the center of advising, but there are signs that this is changing as more and more institutions move to approaches with less faculty involvement. However, on many campuses where the faculty consider academic advising to be one of its primary responsibilities, the balancing of academic advising responsibilities with teaching, research, and community service generally places academic advising as a low priority receiving a minimum of faculty time and attention.

But faculty commitment and time are only a part of the problem associated with advising by faculty. Lack of expertise is also a part of it.

I believe the presence of faculty in advising is with us and will remain with us. We should view this positively and not ignore considerable data which indicate that increased out-of-class contact between students and faculty contributes significantly to the development of students. On campuses where the faculty continue to have a responsibility for academic advising, a system should be developed which will allow faculty to do their part well. At more and more institutions it appears that faculty are beginning to focus on the aspect of advising which they generally can do well--working with the upperclass declared majors who have clear academic plans.

Managing System Advising

Managing effective system advising would be a formidable challenge if only one vice president or dean had line responsibility to administer all the relevant functions. But on most campuses the functions of admissions, orientation, advising, career services, personal counseling, and academic assistance are spread among the faculty, academic administrators, and student affairs administrators. The critical position of coordinator of advising, regardless of line responsibility, may not even exist. The mechanics of coordination and implementation in a setting such as this are difficult at best.

I believe that the advising function has the potential to serve as the natural core function for an effective student development model. If advising is conceptualized as a core managerial function around which to build the student development model, the likelihood of bridging the academic and non-academic gap takes on a promising appeal for the administrator or the teacher who views the comprehensive development of students as the primary purpose of higher education.

To approach students and their needs comprehensively as I'm suggesting, advising's bottom line has to be at the top. This is equally true of other student services. They'll not stand a chance of coming together in an effective way unless the President and Vice Presidents are talking and attempting to bring the pieces of the puzzle together.

Some Thoughts In Closing

1) Advising must have a focal point on each campus and the coordinator or director must see how the function fits in the scheme of things and then must be able to articulate the relationships. An advising handbook can serve this purpose well if it goes beyond advising to the other services available.

2) If there is no focal point, and not all campuses have a coordinator/director of advising, one must be created. If there is a coordinator/director but advising isn't working or exists as an entity to itself, something must be done. Someone must play the role of change agent and get the campus to address the problem.

3) One must never lose sight of the positive effects of student-faculty interaction on the development of students but do consider what kind of interaction and at what point such interaction is most productive in the advising process.

4) With regard to the endemic misdirected reward system, don't plan an approach which requires a dramatic shift in what is rewarded in order for advising to be done well. It won't happen. Attack and spotlight small pieces. For example, ask what community service really means. Is advising a part of it? Is it more important than committee work? Can one substitute for the other?

5) Don't overlook related services on campus which enhance advising. Often they are found in student affairs--Career Services, counseling, testing, self-help techniques, special group sessions and workshops.

6) With regard to advising centers, accept as a given fact that funding will always be a concern. Don't rule out trained students as staff; they can be superior to faculty with released time.

7) Don't get hung up on battles over turf- Where should advising report? Always focus on how it can be done well, rather than who is going to do it. And doing it well means relating it to the other functions available to students. There is enough to go around.

Dr. Robert E. Glennen, Vice President for Educational Services and Academic Affairs University of Nevada, Las Vegas

A colleague of mine has a sign in his office which complains about the inability to obtain action from central administration. The sign states:

> Getting things done around here, is like mating elephants.
> It's done at a high level,
> It's accomplished with a great deal of roaring and screaming,
> It takes two years to produce results!

It's a shame that any administration is perceived as being slow in getting things accomplished but if my perceptions are correct, many of you in academic advising probably share this point of view.

As an administrator, I pride myself on being responsive to requests from faculty, on being decisive and taking prompt action. I encourage you to start with any requests you might have to your central administration with careful planning and self study. Build your case so you will have something on which to sell the administration. Don't just go in and say I've got this idea!

Administrators receive all types of requests and proposals everyday, but if you start by conducting a self study of your institution, its strengths and weaknesses, goals and objectives, research the literature, and present your plan--it will bring results!

For example, retention and attrition readily catch an administrator's eye today. Begin by citing the Carnegie Commission Report that 6 of 10 who enroll in college fail to complete their degree or that McNeely (9), Iffert (7), Summerskill (10), and Astin (2) reveal that the attrition rate has not changed appreciably in forty years. That studies by Anderson (1), Huber (6), Glennen (5), Edington and Gillard (4), and Tinto (11), have indicated that academic advising and expanded student services have proven effective in retaining students.

This, in my opinion, would be the beginning of effective planning -- the first step in convincing the administration to implement an advising system. You can begin with short term or long term planning but if you don't plan, you will only drift.

The process of planning assumes the inevitability of change and increases the prospect for influencing change. Change generally has to be gradual and connected to previous patterns of operation rather than a drastic reform which is disruptive to the whole campus. Clark Kerr (8) stated, "The academic community is like the United Nations with separate territories and cultures, veto powers, and the capacity for war. Coexistence is more likely than unity; peace is one priority item; progress another." Every campus element has its own turf and when you start infringing upon it, campus wars and brush fires erupt. Effective planning helps central administration set the stage and implement the plan campus wide.

For example, when I went to UNLV in 1972, they (the faculty and administrators) had decided to reorganize and to have a University College. This is the college of record for all freshmen and transfers. They do not declare majors. The backbone of the program is a faculty advising system. The basic underlying philosophy of the University College is to provide more individualized attention to students and let them know there are people on the faculty who are concerned about them and wish to assist them in succeeding in college. It was established to make a smooth transition from high school to college.

I encountered hostility and even aggression when establishing the College. Questions such as: What is this college? Why are they taking my students? Who is this guy? began to surface. I presented a plan which utilized existing faculty as advisors and did not make exorbitant budget or staff demands. I started off with a secretary, one work-study, nine part-time advisors and myself. Then throughout the year, I began to build my case for future requests.

A second important element in implementing an advising program is administrative support. You must gain the support of central administration by selling them on the value of an academic advising system. The plan you develop must integrate with the institutional mission and goals. Obviously, in any institution the ultimate authority to govern comes from the governing board, i.e., the trustees or regents. They delegate the authority of the day-to-day operation of the campus to the president and he, in turn, to the vice presidents, deans, and department chairmen.

Crockett of the A.C.T. corporation states that two of the basic elements of implementing a successful academic advising program are administrative support and the development of an institutional policy on advising.

I was fortunate in my situation when starting out because my school had decided to make a commitment. However, it was a commitment primarily in name only. Often all it takes is this approval to go ahead.

Then you must develop good relations with the administration through frequent contact, keeping them informed of what you are doing; developing mutual respect and mutual support in critical situations, and producing results. These exercises require more than simply fulfilling the authority vested in you by a superior. They require effort, skill, and work! Finally, the best way to retain authority is to keep earning it by competent actions.

The second element I alluded to--separate institutional policy--is one which most schools make at least a paper commitment. If you scan college catalogs, you will find general statements of the philosophy of academic advising and the logistics for providing such. However, most exist in statement only, and this is the fault of the central administration. If they are going to make such statements, they must provide the resources to follow through with the commitment.

After a philosophy is developed, the next step is selecting someone to administer the academic advising program. I dare say few if any of you here, got into academic advising by way of Holland's Vocational Aspiration Theory. Most of us entered academic advising through other disciplinary preparations and accidental routes. It is incumbent upon central administration, however, to select competent, qualified and interested individuals to lead academic advisement programs.

Each institution has a prime responsibility to mobilize its people resources and to create a sense of worth in the academic advisors. It is the responsibility of the director to help professional advisors determine their goals with those of the institution. The root and body of the word "administer" is to serve. It's easy for faculty members to joke about university administrators. Everyone seems to know how to be an administrator but few people want to serve in that capacity. Dibden (3) states, "It's the faculty's job to think for the University, the President's to speak for it, and the Dean's to make sure that the faculty doesn't speak or the President think."

A good administrator must be capable of: choosing the right priorities, developing skills and care in dealing with people, choosing faculty advisors, delegating authority, getting the work done - paying attention to small details, getting and using communication information, supporting and motivating one's self and others, planning and involving others in planning, and making decisions.

The next element in developing an advising system is to have a solid organizational structure. This will vary from campus to campus. In some institutions they have utilized advising through a centralized campus advising office. In other schools they handle it through the college office, i.e., the College of Arts and Letters or College of Business with a team of advisors who provide advising. Another system is having the advising provided by the student's major department. Some campuses utilize an ombudsman approach in advising assistance.

At UNLV we have utilized the University College to implement what I have termed "intrusive counseling". To be intrusive connotes a tendency to thrust oneself into the affairs of others or to be unduly curious about another's concern (Glennen, 5). I believe that we cannot sit back and wait for students with problems to come in to see the advisors. We must be intrusive and bring the students in and try to head off problems before they become major situations.

We begin the academic year by calling in those students who are marginal admissions during the first weeks of school. We then shift to what I call "routine interviews" whereby we call in all the students at least once each semester to check on their progress. Next, we concentrate on those students who have received two or more midterm deficiencies. Then we close the semester with intensive pre-advisement for the next semester's scheduling.

Recently we made an organizational change after three years of the University College in which we included the academic support and student personnel units of the University under the umbrella of Educational Services.

Advising does not stand alone and students who have a need for advising generally would not succeed without some additional support services. All of these support services have their own counseling and advising elements.

We have under this umbrella:

1) Learning Resource Center - this office provides tutoring and learning assistance and programmed materials to all students of the university.
2) English as a Second Language Program - this offers 6 levels of English courses to assist those students who come from a background where other than English is the primary language to have the opportunity to develop their proficiency in English and then move forward into one of our regular academic majors.
3) Early Studies Program - the Early Studies Program offers the opportunity for outstanding high school juniors and seniors to be able to come to the university campus and begin taking college courses.
4) Admission by Alternate Criteria - this is a program devised for the other end of the continuum, those students who do not meet our normal admission requirements. They have an opportunity to come to the university, take selected courses and then achieve at a given level and if they prove themselves, are then allowed to matriculate as a regular student.
5) Psychological Counseling and Evaluation Center - this office has five clinical psychologists who handle the more severe personal, social and emotional problems of all students.
6) Student Affairs - they are responsible for student government and student activities, and providing peer counseling in the dormitory.
7) Veteran's Affairs - this office handles the advising and counseling of all the veterans who are enrolled in the university.
8) Placement and Career Center - provides information on employment and career advising, and coordinates interviews and job placement for all graduates.
9) Special Services - provides advising, tutoring and various services for physically, educationally and culturally handicapped.
0) Health Services - provides all types of health information, treatment and diagnosis for health problems.

By unifying all of these services, we have been able to readily handle referrals because all are located in the same proximity and have much more comraderie among the professional staff members of these units. Therefore, the students do receive better services from the university and the various units are not fighting over who is providing what services and/or who should get credit, money or space.

Another extremely important element in implementing your advising system is the selection of faculty. It is important to select people who are interested in wanting to work with students, and there needs to be some incentive for getting involved. At our institution we have allowed for released time from the normal teaching load, and we also provide a reward system whereby advising is one of the criteria for both promotion and tenure. Furthermore, the Dean of the University College and the Vice President of Educational Services as well as Vice President of Academic Affairs all sit on the final review panel approving all university promotions or tenure cases. This provides additional support for the faculty member who has served as an academic advisor and performed admirably.

Another element of our faculty advising program is that we provide for inservice preparation of our faculty. We have bi-monthly meetings in which they learn about the curriculum, rules and regulations of the institution and how to improve their counseling techniques. We have utilized guest speakers from the A.C.T. Corporation, various psychologists and psychometrists, student personnel workers, and financial aid officers. We also subscribe to a variety of professional periodicals which are distributed to the academic advisors, and we have utilized films on counseling. We also send faculty to conferences, workshops and conventions so that they can improve on their skills.

The last element which would be essential in implementing an advising program is evaluation. I think it is essential to evaluate the faculty advisors, and we do that at our institution at the end of each year. We also evaluate our program in terms of the services, the utilization of the referral sources of Educational Services, and the attitudes of all staff working in the program including secretaries.

Once you evaluate, then you have the data to help you build the justification of your program. In our institution, we were able to make a very strong case backed by the results which have been achieved by our advising program on a year by year basis. For example, we keep track of the academic attrition of freshmen, which has been reduced from 45% to 5% during the 7 years of operation. We tabulate the increase of the students who have made the Dean's Honor List and the "B" average achievement list. Additional data includes the number of students on academic probation, the number suspended, the number withdrawing, the number of course hours generated, the course loads (which measure FTE), the number of students dropping courses and the number continuing in school from one semester to another. An additional noteworthy result which we discovered since the implementation of our intrusive program is that there has been a reduction in the number of freshmen needing assistance from our psychological clinic. Many of their problems are handled intrusively before they become severe crisis situations.

When you have assembled your data, then you can go into your central administration and state "I need X number of faculty, X number of secretaries, and X amount of increase in my budget. Now you have demonstrated that you can produce results and as an administrator who receives such requests from deans, department chairmen and directors, I must admit that I am impressed by those individuals who can document that they are delivering.

Naturally, you may not receive everything which you request because your requests do have to be balanced with other campus expenses but it really helps if you are able to substantiate the type of results that you are achieving. So I do encourage you to prepare your plan, work it through carefully, select good administrators and solid academic advisors, collect and

assimilate your data, and make your presentation to your central administration. I can almost assure you that you will obtain their support in implementing and promoting your advising program.

In closing, I commend each of you for your efforts individually in furthering advising on your respective campuses and I praise your efforts to develop this professional association. Keep up the good work, do not become discouraged; you are doing a great job! I often tell my own counselors that advising is much like the Bible story of the ten lepers; seldom does anyone return to say thank you. However, you know in your own hearts that you have helped individuals.

If advising's bottom line is at the top, then in my opinion, advisors are the tops!

References

1. Anderson, Edward C. "An Equal Opportunity Program Retention Design" College and University, 1976, 692-699.
2. Astin, Alexander W. Predicting Acadamic Performance in College. New York: The Free Press, 1971.
3. Dibden, A. J. The Academic Deanship in American Colleges and Universities. Carbondale and Edwardville: Southern Illinois University Press, 1965.
4. Edington, Robert V. and Giliard, Fred. "RAP: A Retention Advising Program," Journal of College Student Personnel, 1978, 19, 5, 4725.
5. Glennen, Robert E. "Intrusive College Counseling," The School Counselor, 24, 1, 48-52.
6. Huber, William H. "Channeling Students for Greater Retention" College and University, 1971, 19-29.
7. Iffert, R. E. "Retention and Withdrawal of College Students," U. S. Department of Health, Education and Welfare Bulletin, U.S. Government Printing Office, 1957.
8. Kerr, Clark. The Uses of the University, Howard University Press, 1963.
9. McNeely, J. "College Student Mortality," U. S. Office of Education Bulletin, 11, Washington, D.C., 1937.
10. Summerskill, J. The American College: A Psychological and Sociological Interpretation of Higher Learning. New York: John Wiley and Sons, Incorporated, 1962. Author Nevitt Sanford.
11. Tinto, Vincent. "Drop Out from Higher Education: A Theoretical Synthesis of Recent Research," Review of Educational Research, 1975, 45, 89-125.

UNIVERSITY 101: A UNIQUE PROGRAM FOR RETENTION THROUGH ADVISEMENT

Paul P. Fidler, Director, University Center for Undeclared Majors
John N. Gardner, Director, University 101
University of South Carolina
Neal A. Hartman, Health Professions Counselor and Instructor
University of Texas at Austin

The basic goal of this presentation was to relate the University 101 program and the concept of a University Center for Undeclared Majors to the Academic Advising Association Conference theme of "Impact--Advising for the 80's." Fundamentally, this involved the presenters addressing the philosophy of "advisement" in a much broader sense than the traditional concept of advisement as scheduling. Focus was on how "advisement" can be provided through the University 101 program so as to significantly improve retention of students, including high risk students such as undeclared majors. This presentation addressed issues of concern to all those attending such a conference who have concerns for promoting improved retention through improved advisement.

This program presented a developmental model, structure, content, outcomes, and research findings on the linkage of two program concepts at the University of South Carolina: University 101 and the Center for Undeclared Majors. University 101 is an award winning, three credit hour, academic, freshman orientation, course and faculty/staff development program developed at the University of South Carolina and now replicated at other institutions of higher education. University 101 and the specialized advisement offered by the Center have been associated with a significant improvement in retention of undeclared majors.

As bases for this program, there was a combination of theory and research, and practical information provided in a presentation/discussion format with presentations by three presenters. An appropriate audience is faculty, administrators, directors of advisement, and especially senior administrators with ability to influence changes in the advisement process at their institutions.

For those who are responsible for advising students, this presentation demonstrated how the University 101 program at the University of South Carolina in conjunction with the University Center for Undeclared Majors has the following demonstrated outcomes:

1. Utilization of full-time professional advisors cross-trained in career planning to advise undeclared majors.
2. Achievement of retention rate of high risk undeclared students nearly equal to all freshman average.
3. A highly effective continuing orientation course for three semester hours credit.
4. Provision of academic credit for orientation/advisement.
5. A vehicle for involving large numbers of regular faculty and staff in the advisement/orientation process.
6. Increased and significantly greater knowledge and utilization of student personnel services by students.

7. Significant reduction of the freshman attrition rate, and hence improvement of overall enrollment.
8. A developmental experience for staff, faculty, and students.
9. Achievement of maximum cost effectiveness.
10. Integration of professional staff with faculty in a joint instructional and advisement undertaking.

Thus, this presentation addressed an important, replicable concept entitled "University 101" at the University of South Carolina which achieves the above enumerated outcomes together with the University Center for Undeclared Majors. The presenters are firmly convinced that as a model it is replicable on other campuses, both large and small, public and private.

INTERPRETING AND USING TEST SCORES IN ACADEMIC ADVISING: A PRACTICUM FOR NEW ADVISORS

Thomas E. R. Redmon, Assist. Director, The College Board, Southern Regional Office, Atlanta, Georgia

Many new practitioners of academic advising find a common barrier to effective counseling: interpreting the results of tests and assessments to students. This program session is designed to assist new advisors who desire a better understanding of the purpose and function of tests, and who might benefit from a practical, "hands-on" opportunity to practice test interpretation skills and techniques.

The following outline specifies the topics covered:

A. Introduction to the purpose and function of test scores in academic advising.
   1. Types of tests
   2. Individual performance
      a. Academic strengths and weaknesses
      b. Work/career interests
      c. Biographical indicators of academic success
      d. Competency and performance standards
   3. Group performance
      a. Understanding the statistical significance of tests for groups
      b. Establishing the validity of tests for student groups and college courses
      c. Setting rational and fair cut-off scores for placement
      d. Matching students to teachers and courses
   4. The limits of tests in advising
B. Techniques for using test information in advising.
   1. Designing the time frame for reporting test information to students
   2. Developing faculty competence in test interpretation
   3. Combining test information with other information for advising
C. Case studies of test interpretation in advising: a hands-on practicum.
   1. Regular Rachel
   2. Unprepared Ulysses
   3. Adult Alice
   4. Handicapped Harvey
   5. Accelerated Alfred

Xeroxed handouts distributed during the practicum:

"Guidelines on the uses of test scores and assessment data"

"Interpreting the evaluation of essay placement tests"

"Models of academic placement"

"Case studies: Advising students about test results and placement recommendations"

"The three-dimensional advising environment: Student learning attitudes, faculty teaching styles, and course content"

GAINING SUPPORT FOR AND IMPLEMENTING A FACULTY ADVISEMENT PROGRAM THROUGH THE USE OF A FACULTY COMMITTEE

Judith Bresalier, Director of Academic Advisement Programs
Suffolk County Community College

The utilization of instructional faculty as academic advisors was begun on an extensive basis in September, 1978. As a result of a negotiated contract, faculty are required to devote eight hours each semester to academic advisement. In addition, all full-time faculty teaching summer school are required to commit eight hours to advisement. This replaced a counselor-oriented academic advisement program which had been developed to compensate for the refusal of faculty to be involved in the advisement of students without extra compensation. The Office of Academic Advisement Programs was developed in September, 1978 to implement and design the new advisement programs.

The primary goal for the first year was to enlist the support of the faculty for this contractual item which made additional demands on their time. This support was necessary so that the student body would become aware of the Faculty Advisement Program, become convinced of the value, and learn to utilize it to its fullest potential. The ultimate result of this would be more involvement and additional satisfaction with the institution--therefore increased retention.

The method decided upon for enlisting support was the utilization of a Faculty Advisory Committee. A representative from each academic division was selected. The persons were chosen because of their credibility with their peers, their concern for students, their reputations as diligent workers, and their good communication skills.

The committee set certain goals and tasks for the first year which included:

1. Publicizing the new advisement program. It was felt that the new advisement program would require extensive publicity in order that students would become aware of the parameters of the program, their responsibilities in the program, and the advantages which would accrue to them as a result of their participation.
2. Faculty support for the advisement program was essential. Faculty were encouraged to talk about the program with students and to implement the program by offering their services for advisement of continuing students. The committee members presented the general outline of the program and encouraged faculty to allow the program a trial period with unqualified support.
3. The committee felt that a statement which presented their views on the essential nature of the advisement process was critical. It communicated, perhaps better than anything else, the unqualified support which the program had among key faculty members.
4. The committee solicited input from their colleagues in order to determine their needs in the advisement process. An up-to-date handbook, master schedule of courses, and copies of all materials sent to students were requested. This input is solicited on a continual basis.
5. Opening two-way communication channels to obtain faculty input and to disseminate important information.

The goals and tasks were met for the 1978-79 academic year. Credibility of the committee was established, and the committee is seen as having an impact on faculty and administration involved with the advisement program.

INCREASING THE ACADEMIC SURVIVAL RATE OF HIGH-RISK STUDENTS

Stayner Landward, Director, Center for Academic Advising
University of Utah

High-Risk Students in Higher Education

Colleges establish admission requirements in order to screen out students with a low probability of success (Nagle, 1966). Yet, due to such factors as declining enrollments and increased attrition, many institutions of higher learning are moving toward the practice of open admissions. With open admissions has come the secondary phenomenon of the increasing number of "high-risk" students now gaining entrance to colleges and universities. These students have been characterized as those who score low on standardized achievement tests, generally cope poorly in traditional educational structures, and have not fared well academically in the past (Chickering, 1974; Cross, 1971).

The open door for many of these new students has been characterized as a revolving door. They experience easy admissions, quickly followed by poor academic performance, and dismissal or withdrawal.

There are numerous studies that indicate special programs designed to improve students' academic performance are successful. In one of the most enlightening, the researchers learned that treatment programs associated with improved academic performance had the following characteristics:

1. Structured
2. Lengthy
3. Content-oriented, aimed at the dynamics of underachievement
4. Having high levels of therapeutic conditions (empathy, warmth, genuineness)
5. Appropriate to the needs of the students--immediacy and relevancy (Bednar and Weinberg, 1970)

Noel (1976) reported the ACAC Journal that the dropout rate in state-supported midwestern colleges was significantly reduced when:

1. An advisor helped students beyond registration
2. When an official of the institution communicated concern for the students
3. When the student felt part of a meaningful group

Based primarily upon the findings of Bednar, Weinberg, and Noel, the Center for Academic Advising developed a two-credit-hour course designed to facilitate more opportunity for high-risk students to engage a college education commensurate with their needs, motivation, and abilities.

Methodology

In order to determine the effectiveness of the Academic Enrichment Program, an experimental design was used. This provided for an experimental group and several control groups. The Experimental Group was a random selection of 40 high-risk students who had previously indicated an interest in participating in a support program. The remaining 61 high-risk students, who wanted to participate but were not randomly selected, were placed in Control Group I. The additional 123 high-risk students, who chose not to participate at all, were placed in Control Group II. In addition, a third group was selected which consisted of 151 students randomly selected from the non-high-risk entering freshman class. The Experimental Group and Control Groups I and II were evenly matched when using the criteria of ACT composite score, age, sex, and predicted GPA as represented in Table I. Table II reflects the difference in performanee between these groups.

Objectives of the Academic Enrichment Program

1. To create an environment that allows students to freely discuss and problem solve concerns or obstacles which may inhibit academic success.
2. To discuss the purpose of a college education and its relevance to career and/or life goals.
3. To provide instructional content designed to enhance a student's academic skills.
4. To increase students/ awareness of the institutional and personal resources which are available.
5. To increase students' self-awareness to the extent that personal strengths and limitations are brought into focus.

Course Outline

--Review of course objectives and expectations
--Review of University of Utah policies and procedures
--Discussion of frustrations encountered as an entering freshman
--Educational objectives: why a college education?
--Time management and self-discipline
Study skills
--Test taking skills and strategies
Personal and University resources
--Communication skills
Problem solving and decision making
--self-awareness and personal strengths
Career development
--Review and evaluating the course

Using an analysis of variance, Tables I and II reflect the similarity among the Experimental and Control groups when comparing academic preparation for college. Tables III and IV compare the differences between the actual performance of the two groups. Tables V and VI illustrate the differences in their retention rates.

TABLE I

Comparison of the Differences Between the Mean Composite ACT Scores of the Experimental and Control Groups

Group	No.	Mean	S.D.
E	30	12.6	3.43
C_1	61	13.3	3.98
C_2	121	13.6	3.23
TOTAL	212	13.4	3.49

F (2,209)=1.25, p=.29 (Differences not significant)

TABLE II

Comparison of the Differences Between the Mean Predicted GPA's of the Experimental and Control Groups

Group	No.	Mean	S.D.
E	30	1.43	.32
C_1	61	1.45	.23
C_1	120	1.42	.24
TOTAL	211	1.43	.25

F (2,208)=.346, p=.71 (Differences not significant)

TABLE III

Comparison of the Differences Between the Experimental and Control Groups' Mean GPA's for Autumn Quarter 1978

Group	No.	Mean	S.D.
E	30	2.14	1.31
C1	59	1.41	1.02
C2	115	1.34	1.05
TOTAL	204	1.47	1.08

F (2,209)=6.6, p=.002 (Differences significant)

TABLE IV

Comparison of the Differences Between the Experimental and Control Groups' Mean GPA's for the Academic Year 1978-79. This Includes Autumn, Winter, and Spring Quarter

Group	No.	Mean	S.D.
E	30	1.78	1.07
C_1	59	1.40	.96
C_2	115	1.34	.91
TOTAL	204	1.42	.95

F (2,201)=2.48, p=.08 (Not significant)

TABLE V

Comparison of the Retention Rates Between the Experimental Group and Control Group I for Winter Quarter 1979

Group	Aut. Qtr. Enrollment	Wtr. Qtr. Enrollment	% of Original Enrollment
E	30	26	86%
C_1	59	30	50%

X^2=5.68, df=1, p<.02 (Differences significant)

TABLE VI

Comparison of the Retention Rates Between the Experimental Group and Control Group I for Spring Quarter 1979

Group	Aut. Qtr. Enrollment	Wtr. Qtr. Enrollment	% of Original Enrollment
E	30	18	60%
C_1	59	29	49%

X^2=.89, df=1, p>.05 (Differences not significant)

PEER SUPPORT

Susan Heitzman, Northern Kentucky University

To quote David Breneman's article in the September American Association for Higher Education, "The impending 25% drop in the 18-year-old population and the resulting scramble for older, part-time students will dominate the higher education environment of the 1980's and beyond. These facts are so well known that they require no further elaboration...." Fifteen, even five years ago "Continuing Education" was attempting to fit the adult student into the system. Today we are attempting to change the system to meet the needs of the adult student. Aren't we? Does this mean retraining teachers and restructuring services and class times? In some cases total restructuring might be necessary, but more often it seems that modification and a new perspective are all that is necessary.

The Peer Support Program, as initiated two years ago on the state-supported campus of Northern Kentucky University, is a sound approach to the widespread adjustment problem experienced by adults who re-enter the academic environment as new or "stopped-out" students.

I. Advising and Integrating of the student over 25 who chooses to go (go back) to college.
   A. Questions:
      1. Can they re-enter and be successful students while dealing with role and rusty or nonexistant learning habits?
      2. Can they be retained until they choose a major and complete a degree or until they choose an option other than school; can decision replace default?
      3. Do they recruit their neighbors, friends, and family as new students?

II. Demonstrating that a group of adult students can facilitate their own adjustment with some coordination from school officials; that the basic peer principle can be applied to minority and international students.

III. Addressing any public or private college or university administrator who wishes to initiate an uncomplicated, very inexpensive re-entry, retention, recruitment program housed either in admissions, advising, or counseling center; any staff person employed in these three areas who would like to swindle the administration into meeting the real needs of adults.

IV. Presenting it from the perspective of one who has started such a program as a kind of experiment and watched it grow beyond all expectations (from 20 to 200 students in two semesters). The need is there!
   A. Comments:
      1. Adults have the ability to solve their own problems if given enough information and support.
      2. It is possible to use a model that will evolve a unique system on each campus for dealing with the "new population" without the necessity for gross changes in attitudes and structure. The biggest by-product has been the sensitizing of the faculty et al to the existence and value of adults on campus.
      3. The program has drawn national attention since the May/June issue of Change magazine outlined the uniqueness of using an accepted concept in a new way. It has potential for helping students with the decision making process (a student cannot be brokered until she/he feels in control and group involvement fosters that feeling). Support and networking are essential to success!

WORKSHOP[2] OR HOW TO DEVELOP A WORKSHOP FOR FACULTY ADVISORS

Dr. Thomas J. Grites, Director of Academic Advising, Stockton State College

Effective advising programs are based on the knowledge and skills that advisors possess and utilize. Professional staff advisors, counselors, and peer advisors are hired because they already have such skills or must learn them as a condition of their employment. Faculty advisors, however, have rarely been provided such training and are usually the targets of advisor training efforts. Unless carefully developed, however, such programs become vulnerable to poor support, limited participation, and questionable quality.

One of the difficulties in developing faculty advisor training programs for the first time is the probable lack of understanding of what is being attempted. For this reason, two specific concepts need to be clarified for faculty advisors. The first is the basic definition of what academic advising is. Most faculty tend to view advising as mere class scheduling to meet the graduation requirements stated in the college catalog. We all know it's more than that, and I have tried to capture the comprehensive nature of advising in this collective definition: "Academic Advising is a decision making process during which students clear up certain confusion and realize their maximum educational potential and benefits through communication and information exchanges with an advisor; it is ongoing, multi-faceted, and the responsibility of both student and advisor. The advisor serves as a facilitator of communication, a coordinator of learning experiences through course and career planning and academic progress review, and an agent of referral to other campus agencies as necessary" (Grites 1979, pp. 8-9).

The next concept to be clarified is related to faculty involvement in the training program. Becoming a better advisor should be a part of the faculty member's professional development. And it is, if you consider the following definition: "Faculty development may be described as an institutional process which seeks to modify attitudes, skills, and behavior of faculty members toward greater competence and effectiveness in meeting student needs, their own needs, and the needs of the institution. Successful programs change the way faculty feel about their professional roles, increase their knowledge in those roles, and alter the way they carry them out in practice" (Francis 1975, p. 720). Advising certainly falls under this umbrella of faculty development.

Once these basic concepts are clarified, and the objectives of the training effort are set forth, an implementation strategy and the program content can be planned.

STRATEGIES

Some general objectives of an advisor training program might include the following:

1. To provide advisors with accurate and timely information about the policies, procedures and processes which affect the advising relationship.
2. To provide advisors with additional skills often required in their advising responsibilities.
3. To increase student satisfaction with advising.
4. To increase advisor satisfaction with advising.
5. To develop a comprehensive approach to academic planning as a part of the total advising process.

The next effort in developing an advisor training program is to analyze the commitment to academic advising. You need to know -- How does the President and the Faculty Senate feel about the quality of advising on your campus? Is this responsibility articulated in faculty contracts, mission statements, College catalogs, and collective bargaining agreements? Are criteria established for determining who will be advisors? Are they appropriate? Is there a clear statement of the advisor's role and function? What recognition or rewards are used for those who advise well? Furthermore, is money available for materials, consultants, honoraria, meals, etc?

Once the commitment has been determined, one can begin planning for the next important step -- participation. A training program can have all the necessary support and the best design and content, but it cannot be successful without advisor participation. Timing is always a concern; motivation or enticement to participate is often a problem, usually for those who would benefit most from the program.

In terms of the time dilemma, the choices are limited. If weekends are chosen, some of the enticements noted below need to be exceptional. However, if weekdays are chosen, the problems become more logistical than motivational. Your key is to reduce the reasons one may have not to participate. Since classes present the most common obstacle to participation, you might offer the same program on two days having different scheduling frameworks. Another possibility is to recruit other faculty, graduate students, or even administrators to substitute in the classes that day. The length of the sessions should not exceed 2 or 3-hours in order to be most productive; longer sessions usually breed more criticism than satisfaction.

Additionally, the program should be offered away from the proximity to the participants' offices. It is not always wise, however, to hold programs off the campus. An appropriate compromise might be the Campus Center or Conference facilty, or any other academic building on campus.

There is a variety of incentives that can be used to entice faculty to participate. They have to want to be there. One obvious enticement is some type of honorarium although it may not be the best. A better one might simply be the support shown for such a program by the Dean or Department Chairperson.

Another enticement is for some potential return of investment in the future. If good advising and acquiring skills to do so are considered part of one's evaluation, then participation is easier to achieve. If one's salary increments, promotions, and tenure decisions are dependent, however minimally, on advising performance, then faculty will probably want to learn how to do a better job.

There are yet other ways to provide compensation, reward, or at least appreciation for participation in training programs. Inexpensive rewards might include (faculty) credit for teaching an independent study, formal recognition for staff development (CEU's), or a simple letter of appreciation. Some programs issue certificates that can be displayed in one's office. A relatively inexpensive enticement is to provide lunch. Faculty usually enjoy a "free" lunch and will normally turn out for activities when this is provided.

Additionally, one should send out announcements well in advance of the program so that calendars can be arranged and support staff from other campus offices can be included. Staff advisors from other advising offices can offer alternative approaches to similar situations; counselors from the Counseling Center, Career Development Office, Financial Aid Office, etc. can provide information useful to all academic advisors. Personnel from the Registrations Office, Admissions Office and Computer Center can provide rationales, approaches and solutions to very basic advising problems, which become the target of substantial criticism if left unexplained. Such criticism is often directed toward the academic advising program.

A final reminder with an agenda should be distributed, and an attempt should be made to have the campus newspaper publish an article describing the program. This serves as a reminder as well as a subtle indicator that the program is worthwhile and should be attended.

Finally, a well-planned, worthwhile program will serve as the best publicist, recruiter and supporter one could have. Such a program will do more to create desire and participation than any of the other techniques described.

These strategies are what I wanted to emphasize in this program, especially for those of you who are attempting such an effort for the first time. I will briefly mention what kinds of content I think should be presented in advisor training programs. A full description of these six content areas, as well as the strategies, is provided in the paper I distributed. This paper and many other excellent practical examples of all aspects of the advising process, are included in Dave Crockett's "Academic Advising Resource Document," which is available from ACT.

The content areas for advisor training programs, in order of presentation, are described as follows:

BASIC INFORMATION SKILLS

The content of this session consists of the kinds of information students most often request from their advisors. The desired outcomes are better advisor knowledge of course availability, major/minor and General Education requirements, all academic rules and regulations, registration procedures, and better understanding of the interrelationships of these advising responsibilities. This knowledge is often the single key to a successful advising program.

2. CAREER DEVELOPMENT AND DECISION-MAKING SKILLS

This session takes the advising process a step further than mere course selection; it serves to assimilate coursework into a meaningful academic program which coincides with the student's abilities, interests, and motivation. The content should include both short and long-range planning through an exploration of life goals, an exploration of vocational goals, the compatibility of these goals with the student's course of study, planning for alternative careers, and the development of skills necessary in making wise decisions.

3. COMMUNICATIONS SKILLS

This session is designed to help advisors relate the above skills to their students in a meaningful way. The emphasis is to develop awareness of one's relationship to other individuals and to groups.

The skills demonstrated should include the following:

a. Credibility and confidence (in the advisor)
b. Non-verbal communication -- how to use such indicators as eye contact, body posture, physical distance, facial expressions, and body gestures.
c. Facilitation -- using "action statements" (for anticipated reaction) to learn more about the student.
d. Confrontation -- challenging the student's choices/behaviors.
e. Referral -- recognition for this contact and follow-up.

This type of advisor training session is not to develop therapists; it is merely to develop an awareness of potential aids for a more productive advising relationship.

4. CO-CURRICULAR ACTIVITIES

This session is designed to increase faculty awareness of activities and programs, both on and off campus, that serve to enhance the individual's curriculum and career development.

These might include cooperative experiential learning, individual tutoring, reading and study skills development, paraprofessional advising and counseling, student organizations, residence hall programs, honorary societies and community action projects.

5. AN ENVIRONMENTAL PERSPECTIVE

This session addresses the various environmental characteristics, both past and present, that students bring to the advising relationship and which influence their lives on campus. Some of these differences are recognized in the returning woman, minority, veteran, commuter, handicapped, and transfer students, the economically, socially or culturally disadvantaged student, the exceptionally talented student, the part-time or evening student, and others. Each of these groups has somewhat unique needs, interests, motivations, and expectations, and the advisor must be able to recognize these differences and to adapt the advising relationship accordingly.

6. A DEVELOPMENTAL PERSPECTIVE

This last session is a synthesizing and integrating one with emphasis on melding the cognitive and affective development of college students. For faculty advisors this means developing their own abilities to determine the point at which students are currently functioning in their intellectual, emotional, and social lives, and fostering growth in those lives.

REFERENCES:

Crockett, David S. (ed.), Academic Advising: A Resource Document. Iowa City: The American College Testing Program, 1978.

Francis, John B. "How Do We Get There From Here? Program Design for Faculty Development." Journal of Higher Education. Nov/Dec 1975, 46, 719-732.

Grites, Thomas J. Academic Advising: Getting Us Through the Eighties. Washington, D.C.: American Association of Higher Education, AAHE-ERIC/Higher Education Research Report No. 7, 1979.

AN INTEGRATED APPROACH TO ACADEMIC ADVISING: HOW TO MUSTER THE RESOURCES YOU HAVE TO MEET YOUR NEEDS

Terry Coye
Bette Martin
English Department, Gallaudet College, Washington, D.C.

In our presentation/workshop we shared our experience developing and coordinating an experimental advising program at Gallaudet College, a small liberal arts college for the deaf. We offer our model, not as a fixed entity which can be replicated at other institutions, but as a process that others can use to tap into their own institutional resources, to foster change and growth in their own advising system and to better meet the unique needs of their student population.

At Gallaudet, academic advising has traditionally been the formal responsibility of the faculty, though in reality much advising is done by students and professional staff. In our presentation, we discussed how the Pilot Advising Program brought together these three communities fostered cooperation to provide smoother, more consistent advising, and how the process of change is continuing.

We specifically focused on our initial design for gathering data from all over campus, for incorporating that data into an advising model, for recruiting participants and, most importantly, for setting up faculty-counselor advising teams.

We discussed the training design for the workshop given at the beginning of the school year which brought those teams together in a way that allowed them to overcome their inherent role barriers and begin to discuss shared concerns and objectives. We also described our roles in the workshop and throughout the program as facilitators and support personnel (as opposed to directors). We described some of the specific activities of the advising teams, the continuing adviser training program, some of the problems encountered, and the self-evaluation system we used to collect data at the end of the semester.

Finally, we discussed the political process used throughout the program to keep the college community informed of the experiment and described the recommendations for change in the advising system which were accepted unanimously by the undergraduate faculty at Gallaudet.

The presentation is appropriate for all advising personnel, since it describes a process designed to facilitate communication among faculty, student development personnel, peers and counselors. Also, since deaf students are members of a cultural minority and tend to enter college with language and educational problems similar to those of other such groups, our model is especially helpful to persons working at institutions with a particular concern for the problems of so-called "culturally-disadvantaged" students.

CENTRALIZED ADVISEMENT OF UNDECLARED STUDENTS USING A FACULTY-STUDENT TEAM APPROACH

Raymond Ledford, Director, CAP Center
Barbara Mann, Director of Orientation
David Tedrow, Student
Western Carolina University

Advising the undeclared student is perhaps a greater challenge today than at any point in higher education's history. Students and parents are increasingly equating the "right" choice of academic major with job "success." Western Carolina University has modified its advisement process to better respond to the needs of the undeclared student. The process involves a faculty-student team advisement approach through a centralized system. It also requires a close working relationship between the Offices of Academic Affairs and Student Affairs.

THE INSTITUTION

Western Carolina University is a public four-year institution with a regional commitment to Western North Carolina. Student enrollment is 6,000. Undergraduate degrees are offered in the arts and sciences, education, technology and applied sciences, business, and nursing and health sciences. Masters programs are available in a number of program areas, But no doctoral programs are offered. The University is located in a rural setting, and a majority of its students are from within the state.

CENTRALIZED ADVISING

With the help of an Advanced Institutional Development Program (AIDP) grant, the University changed from a totally decentralized (departmental) advisement system to a combination system in 1975. All freshmen and undeclared students are now advised through the decentralized (Counseling, Advisement, Placement Center--CAP Center) system; other students are advised through their respective departments.

The CAP Center employs 20 members of the faculty on an overload, paid basis to advise freshmen and undeclared students. A student orientation leader is assigned to each faculty advisor to form an advisement team. The team provides intensive academic and career advisement throughout the freshman year and longer for students who remain undeclared. Professional counselors and career planning staff within the CAP Center enhance the idea of integrated support services for the undeclared students.

The uniqueness of CAP Center lies in its ability to serve the "total" student from one administrative unit which is also physically located together. Whether students express needs for academic advisement, personal counseling, or career planning-job placement, the staff is trained to identify other unexpressed needs. Students can be cross-referred within the same office to the staff best equipped to deal with their needs.

ORIENTATION

A "beginning" point in the centralized advisement of undeclared freshmen is the Summer Orientation program. A series of four three-day programs are scheduled for the summer. Basic objectives of orientation are (1) to familiarize students with the campus, (2) to advise and register students for fall term classes, and (3) to create in students a sense of purpose and enthusiasm for their college experience.

The Director of Orientation is a dean of student development in the Office of Student Affairs. CAP Center is responsible to the Office of Academic Affairs. The need for the Orientation Director and her staff and the CAP Center Director and his staff to work cooperatively is obvious. At Western, the effort has been a total success.

Student Orientation Leaders and CAP Center faculty advisors team up to handle the group and individual advisement responsibilities at each orientation session. Training for students and faculty is provided jointly by Student Development and CAP Center staffs.

Advisement of undeclared students during orientation begins with efforts to help students understand the implications of being "undeclared." The basic message is that students should not feel negative about their status; but they should begin a very serious process to establish career goals and to eventually decide upon a major. They are introduced to resources of the CAP Center and the University which are specifically designed to assist undeclared students. Student Orientation Leaders share their own experiences with deciding an appropriate major--an effort which appears to reduce anxiety among the undeclareds.

POST-ORIENTATION

When students return in the fall, they continue to be advised by the faculty-student team who helped them during Summer Orientation. Throughout the year, the advisement focus is on career planning. Testing, individual and group counseling, and career library resources are available to students in the CAP Center. A one-credit hour course in career decision making is another option. Students are urged to explore career interests on their own by contacting faculty, through part-time employment or volunteer experiences. By the end of the freshman year, most students have declared a major and have moved to departments for academic advisement. Those still undeclared stay with CAP Center for advisement.

OUTCOME

The results of our advisement efforts with undeclared students have been gratifying. Admittedly, we have little quantifiable evidence of "success." We have seen an increase in the retention of undeclared freshman students ranging from one per cent to eight per cent. But feedback from students indicates most of them are involved in a process to assess their career goals and to choose an academic major. Faculty and staff throughout the University are supporting and assisting

the effort to better advise undeclared students. The attitude seems more prevalent that undeclared students present us with challenges and opportunities--not problems.

ACADEMIC ADVISING FOR CONTINUING EDUCATION: AN ASSESSMENT OF THE PERCEPTIONS OF STUDENTS, FACULTY, ADVISORS, AND INSTITUTIONAL COMMITMENT

Thomas J. Kerr, Ph.D., Asst. Director,
Graduate Engineering
Northeastern University

The quality of academic advisement services provided to students has become increasingly important as college enrollments continue to decline nationally. If colleges want to remain operative they have to find and service alternative student bodies such as the continuing education student. There has been a scarcity of research that assesses the desire of continuing education students and their needs, or propensity for various student services.

This program reported the results of an investigation which studied the perceptions of students, faculty, professional advisors, and administrators of academic advising programs for continuing education students. A continuing education student was defined as a student who was pursuing an associate's, bachelor's, or master's degree on a part-time basis. It identified the attitudes that the constituents had toward the desired content of an academic advising program. Academic advising was defined to include the following components: academic counseling, career counseling, personal counseling, and specific behaviors related to the advising session. Data was gathered by means of an instrument distributed to students, faculty, advisors, and administrators from Northeastern University, a private multipurpose institution. The sample consisted of students pursuing undergraduate liberal arts degrees, undergraduate professional degrees, and master's degrees in professional programs. The students were drawn from the main campus in urban Boston as well as from a variety of satellite campuses in suburban Massachusetts towns. Faculty and professional advisors were taken from the same academic programs as the students. The commitment that was made by the institution to academic advising was determined by review of faculty handbooks and catalogues of the participating units.

A variety of statistical procedures were used in analyzing the data. Included were descriptive statistics, i.e., median, to give a general profile of the results from students, faculty, and administrators. Nine hypotheses were tested using a chi-square statistic based on the Pearson's Chi-square test of association which tests for the independence between two variables.

These hypotheses tested for the degree of association on the perceptions toward academic advising for the following variables:

- --students, faculty, and professional advisors from each academic program;
- --degree and non-degree students;
- --students who have received advising and those who have not had an advisor;
- --students who have declared themselves a candidate for a degree and those who consider themselves non-degree candidates;
- --faculty and students who favor advising and those who are not in favor of advising;

B. Occupation Seminar is a one-hour credit career decision-making course designed to help students explore majors and expand their career opportunities. Topics focus on self assessment of interests, values, and abilities; decision-making, leisure planning, goal setting, and employability skills.

C. Freshman Seminar is a one-hour credit course designed to help freshmen relate to the University Community through involvement in the small group experience. It enables new students to deal with their concerns, expectations and frustrations in a supportive environment.

D. Faculty Advisor Development Workshops were expanded for the 1979-80 academic year from the primarily informational workshop to a series of nine which incorporate informational, strategic, and developmental academic, career/life planning issues. Topics include: The Impact of Faculty Advisors on Student Success and Retention; Key Academic Support Services for Student Success; The Process of Advising; Learning Styles in Advising; The Relationship between Academic Advising and Teaching; and Advising the Culturally Different.

Faculty participation has crossed discipline and administrative lines. Workshops have averaged 28 participants for the first seven sessions and about 12% of the faculty have registered for one or more of the workshops.

E. Resource Materials must be concise, complete, and readable to be useful. In addition to using traditional campus publications such as the Catalog and Schedule of Courses, University College prepared publications to assist new students, parents, faculty, and staff.

1. "Commencement One," the freshman guidebook is developed with two purposes in mind: (a) to provide information about Wichita State University in an informal comprehensive, and condensed version, and (b) to serve as a personal plan and record book.
2. "Undergraduate Programs Checklists" are available to students and faculty for every undergraduate program at Wichita State University. Every major, minor, field study, associate program as well as general education requirements are carefully detailed on a single sheet. These sheets are an important advising tool and provide a concrete check point of progress toward a degree. The common format of the sheets allows for ready comparisons between fields of study.
3. "Career Planning Pages" are designed to provide students with information to facilitate selection of an academic major and exploration of career options. Informative, yet informal, these pages contain much information including local and national data about the future outlook of each field, examples of places for employment, specializations within each field, and personal qualifications that are necessary.
4. The "Handbook for Academic Advisors" is used as a training tool for the Orientation Training Workshop and as a concise reference for faculty and staff. Included are important policies, academic standards and practices, general education curriculum requirements, brief descriptions of suggested courses, departmental recommendations regarding placement especially in English and mathematics, advising with test scores, credit by examination, and services to students.
5. "Advisors Quarterly" is a newsletter written in a light style and intended to help communicate academic and career/life planning information to faculty, students, advisors, and career/life planners throughout the University.

CONCLUSION

Advisors have the responsibility and the opportunity to help students engage the resources of the university in ways that promote increasingly responsible and satisfying academic, career/life decisions. We have discussed some of our attempts to stimulate and encourage this process.

REDUCING MATH AVOIDANCE FOR WOMEN AND MEN STUDENTS THROUGH THE TRAINING OF FACULTY ADVISORS

Beverly Prosser Gelwick, Director, Counseling Service
Charles J. Stuth, Chairman, Department of Mathematics
Stephens College, Columbia, MO

Many people, particularly women and minorities, have difficulty in pursuing an education resulting in practical career goals because they are unable to do the mathematical activity required of them. As a result, these persons are being deprived of job opportunities which necessitate quantitative and problem-solving skills. Documentation and research attesting to this situation is constantly growing, and society is gradually being made aware of the problems which result from mathematical avoidance/anxiety.

Math avoidance clinics have been introduced in some colleges and universities to provide counseling support for students who avoid mathematics or lack confidence in their mathematics ability. (Throughout this paper mathematics is understood to include arithmetical activity as well as algebra, calculus, and beyond.) Sometimes the clinic programs allow the student to participate in re-entry level mathematics courses, gaining the success and confidence necessary to move on to the normal sequence of school mathematics courses. The target of these programs has been self-selected students who represent only a small part of the potential student clientele.

There is still a large group of students who need encouragement and new insight into their mathematical needs, even though they will not partake of a math avoidance clinic. They might be helped by the counseling efforts of faculty advisors who understand the long term import of student math avoidance. Until now no one has attempted to deal with the problem of sensitizing and training faculty advisors.

Stephens College, a four-year liberal arts college for women, has developed an educational environment which supports the reduction of mathematics avoidance and anxiety through its Advising Program. A mathematics avoidance reduction program for students was begun by the authors in 1977 and has been offered on a regular basis. When the authors became aware that counseling intervention did not reach a significant number of the student body, they moved from a program of direct student involvement to a faculty advisor training program.

The advisor training program offers workshops conducted by two faculty members, one from the Counseling Program of the College and one from the Department of Mathematics. The combination of staff from these two areas enhances the training since the faculty workshop explores the anxieties and feelings of the individual participants in relation to mathematics. The authors feel it is mandatory that a counselor and a mathematician be co-leaders.

Each workshop is composed of six to ten faculty advisors and the two faculty leaders, meeting two hours each week for three weeks. The content of a workshop is described below.

First Week

Overview and objectives of the program. Concerns and expectations of each group member discussed. Background, perspectives, and research on the problem presented. Math autobiographical material discussed. Presentation of math problems designed to raise anxieties. Discussion of anxiety experience. Anxiety experience processed.

Second Week

Discussion of mathematics used in various careers and lifestyles. Examination of advising guidelines of mathematics courses. Explanation of Counseling Service math support program. Discussion of math myths and "psych-outs." Typical advising problems related to mathematics discussed. Processing of the entire session.

Third Week

Information about late adolescent affiliation, achievement needs, and cognitive development stages presented. Role-play of a math advising session by leaders. Discussion of role-play by entire group. Role-play of various math advising situations by participating pairs. Discussion of the outcomes of these role-plays. Processing the total workshop experience.

Through a grant from the Fund for the Improvement of Post Secondary Education, the authors were able to obtain release time to organize the workshop training project. They selected and trained two other mathematician-counselor teams by taking them through the workshop experience. At the same time, the faculty were being acquainted with the project through publicity as well as by authors' presentations to significant faculty committees. For the initial round of workshops, invitations were sent to faculty advisors who carried the greatest advising load. Each faculty member could select a workshop with any one of the three leader teams according to his/her teaching schedule. Each team conducted four workshops over a two-semester period. Ninety-one advisors (approximately two-thirds of the faculty) participated in the workshops.

The authors included an evaluation component in the workshop series. Each participant filled out a pre-workshop questionnaire at the beginning of the first session of his/her workshop and completed a post-workshop evaluation at the end of the third workshop session. Also, each faculty advisor, even if not a workshop participant, was asked to fill out a questionnaire before the program of training began and another questionnaire to be completed after all the training was completed. A large random sample of students was asked to complete a pre- and post-questionnaire as well. The final report of the project and its immediate results will be available after June, 1980. The project was successful and is being institutionalized as a regular faculty development activity for new faculty.

TECHNOLOGY: PLAIN AND FANCY
USES OF TECHNOLOGY IN ADVISING AND ACADEMIC INFORMATION SYSTEMS

James Kelly, Academic Information Coordinator
Edward Danis, Undergraduate Studies Consultant
Division of Undergraduate Studies
The Pennsylvania State University

Carved in granite on the facade of our library is the maxim: "A University is a collection of books." Although print remains the dominant medium for the dissemination of information, the age of electronics extends the collection of books far beyond the bounds of two cloth covers.

For those of us at Penn State who work with the dissemination of academic information the use of electronics has become a major element in our information system and along the way we have discovered that our own amateur efforts often provide a more satisfying product than the media experts that we have used on occasion. Our major problems with the experts were: they had little understanding of, or experience in the kinds of academic advising or academic information programs that we were planning; to them we were largely another production on their story board; we had to wait until their staff photographers, audio and video people had time to fit us in; changing our minds and direction in the midst of a particular project often caused them trauma; the later addition, cutting or editing of material had to meet their time schedules rather than our immediate needs. As our use of media grew and we became familiar with the equipment, we decided to develop our own skills and to produce our own programs.

Slide-Tape

One of the easier formats to develop makes use of color slides synchronized with audio tape. Think for a momemt about the kinds of academic information your college needs to disseminate to both students and faculty, and consider how this information might be converted from a person-to-person mode to a slide-tape format. For example, every college needs to tell its story: its history, curriculum, course offerings, degrees, distribution requirements, the composition of its faculty and student body, its goals, philosophy, and structure. At present this information most likely exists in several of your catalogs, a dozen or so brochures, and a multitude of handouts. Slide-tape programs will enable you to organize this information into a single coherent presentation which is not only accurate but is easily revised.

We recommend that you and your staff become totally involved in the production: write the script, take the slides and record and synchronize (if you want automatic operation) the tape. Only one piece of special equipment is needed for projects like this, an A-V programmer (we use a Wollensak AV 2551), which costs less than $300. The value of this machine is that you can use it to make your voice recordings, to put synchronization signals or pulses on your audio tape, to play your audio tape and to run your slide projector (automatically). Projects utilizing this combination of equipment are inexpensive and you can revise them immediately by replacing slides, recording a new tape, or putting a different pattern of synchronization signals on the tape.

Videotape

In Penn State's Division of Undergraduate Studies we have used videotape in two ways--both of them low cost. Our initial uses of videotape were the typical inservice types of programs done by many amateurs. Since we conduct the University's Freshman Testing, Counseling, and Advising Program which involves more than 10,000 students yearly, we have a continuing need to train new advisers and bring older staff members up to date. For these kinds of activities we often use a "live" or documentary approach. Each year we videotape live interviews with incoming freshmen. After securing written permission from the students to tape, we use these live interviews to train next year's advising staff. Often the taped interviews become examples of how or how not to conduct an interview. Additionally, these taped interviews are valuable in our review of each year's freshman advising program.

Other live programs include presentations to our staff by deans, program heads, or visitors. In all cases our goal is not professional production levels; we are looking for information and the faithful reproduction of an event. We use a simple SONY black and white camera and a single videocassette player. We are not at all interested in studio backdrops or sound-proof rooms. We record the event as it actually happened and expect that viewers will concentrate on the content rather than the niceties of production.

Our most extensive use of videotape is the conversion of our slide-tape programs to the videotape format. We found the slide-tape format to be very useful in groups of thirty or more; in fact, our audiences usually number 100-200. However, we soon discovered that the videotape format was more convenient for groups of 10-15 students. Once your slide-tape program is in place, it is a simple matter to convert it to videotape. If you prefer a color production as we often do with slide-tape programs, ask your audio visual or instructional services division, or a TV class to shoot your slide show in color.

The single greatest advantage that we have realized from our videotape projects is the ease of export or dissemination. Although we had never planned a broad dissemination of our video productions, we have now developed a regular service in videotape production and duplication. Both academic and administrative units have requested copies of our programs for use with their staffs, their students, or for public relations programs. Once the videotape has been produced, duplicates can be made at will and as long as the requesting units provide a blank videotape, there is no cost to you.

Telephone-based Information System

In recent years many universities, colleges, and businesses have used telephones or a

combination of telephones and audiocassettes to provide information to students, faculty, and consumers. You may be familiar with names such as Tel-Law, Tel-Med, Sportsphone, and Dial-a-Joke.

University and college systems typically provide information related to academics and student life. At Penn State we call our system TIPS (Telephone Information for Penn State) and we designed it to function as a series of academic and student life tips. The technology used in TIPS includes audio-cassette tape players (specifically, the kind you would use in your car), brief messages recorded on cassette tape, a phone coupler to link the cassette players to incoming phone lines, and several automatic answering machines (especially useful for high request tapes such as the weather report).

Benefits accruing from a telephone-tape system are: availability of information beyond the normal hours of a work day or work week; capability for instant revision of any tape on the system; significant increase in accuracy of information when compared to print bound formats; access to information without the need for an appointment or the need to trek across campus.

The cost of such a system ranges from less than $10,000 to as much as $100,000. In line with the thrust of this discussion we recommend starting out small and building, if and when a greater need develops. Costs can be held to a minimum by purchasing elementary, yet sturdy equipment, such as the automobile cassette players that we utilize. We asked the University's carpentry shop to construct a cassette storage rack for us and we use both work study students and existing staff to answer telephones. Scripts are developed and written by existing academic and student affairs units and are recorded at our Listening-Learning Center.

ADMINISTRATIVE AND PROGRAM PROVISIONS FOR UNDECLARED MAJORS

Dr. Arnold J. Menning, Dean, College of General Registration
South Dakota State University
Carl M. Chando, Counselor
Memphis State University
Dr. Gene F. Kafka, Counselor
University of Nebraska, Omaha

Economic conditions today and forecasts for the future, plus a sense of the declining utility of formal college education, are contributing to greater levels of academic and occupational undecidedness among college students. Traditional advising systems are hard pressed to accomodate the growing numbers of undecided students.

TYPES OF UNDECIDED STUDENTS

Research during the past 30 years has shown that decided and undecided students are much more alike than different. It is estimated that at least 50 per cent of any student body needs some career assistance. The trick is to match the service offered with the type of undecided student.

Students With Declared Majors. Students with declared majors need career assistance since many different occupations are possible with any particular major. Some studies show that as many as 70 per cent of the graduating seniors have changed majors between their freshman and senior years.

Students With Several Alternatives. Students selecting between alternatives have processed internally some information concerning their abilities and interests but need assistance in finalizing their occupational or major choices. Programs to clarify subtle differences in interests and coursework are needed to assist this type of undecided student.

Students With Ability Limitations. Some students are limited in major choices because they have not demonstrated the abilities or potentials to pursue particular majors. An improved understanding of interests, values, and career goals would facilitate the decision process for these students.

Students With Interest Limitations. These often at the insistence of parents, and find few majors or occupations that interest them to those who have an extremely wide range of interests. Providing these students with a better understanding of how their abilities, interests, and occupational opportunities interrelate can speed their decision-making ability.

Students With Indecision About College. Every institution has students who are undecided about completing their college education. These students may require all the assistance previous described and, in addition, need assistance in processing information about their personal, social, and environmental goals. Without assistance they are likely prospects for withdrawal.

ADMINISTRATIVE PROVISIONS FOR UNDECIDED STUDENTS

Administrative provisions for undeclared majors range from specialized colleges to accomodating the students within the existing advising system of the university. Whatever their form, administrative provisions for undeclared majors offer the following advantages:

1. Program development for assisting these students is facilitated.
2. Recruitment of prospective students who desire career planning assistance is enhanced.
3. Retention of an attrition prone group of students is ameliorated.

University Division. Under a system of this type, all entering students enroll in a university division until a specified number of credits have been earned. Students then transfer into one of the degree granting colleges of the university. During this period of enrollment, students take some or all of the general university requirements, explore as many academic areas as possible, and participate in courses or programs to help in major and career selection.

Specialized College or Division. Faculty and students often have reservations about the requirement that all entering students enroll in a university division and some institutions have established a separate college for undeclared majors. Other institutions have established a division within a college for these students. These specialized colleges are typically low cost units and various programs for career assistance are provided to enable students to make cognitive choices.

Freshmen Advising Centers. Advising centers for undeclared majors make use of a centralized system for delivering services. Undecided students can explore possible career areas while completing their university requirements. Advising centers may be staffed with professional counselors, faculty advisors on a part-time basis, student paraprofessionals, or a combination of personnel. Problems may arise in developing a varied program offering through advising centers, e.g., may not be able to offer classes for credit.

Faculty Advising System. Some institutions claim to provide assistance to undeclared majors by assigning them to a specific group of faculty advisors. Students may not learn enough about their abilities, interests, and career opportunities through this system so as to be able to help themselves in the continuous process of decision-making.

PROGRAM ASSISTANCE FOR UNDECIDED STUDENTS

A variety of systems of occupational assistance should be available to accomodate different learning styles, needs, and readiness levels of students. Programs that provide students with a better self-understanding and knowledge of career resource materials will often reduce the time needed for the students to reach the point of decision-making.

Faculty Advisors. Some undecided students prefer a faculty advisor who will guide them in educational matters only. These specially trained and selected advisors help students plan academic course schedules, provide information on requirements in various curricula, and work toward optimum study procedures. The problem still remains that few part-time advisors have the time to acquire a broad knowledge of the majors available on their campus and the occupational opportunities in those majors.

Career Planning and Development Classes. An increasing number of colleges offer credit courses which teach undecided students about the career decision process. These courses usually include an examination of personal, social, and environmental goals; values; abilities and interests; the decision-making process; and information resources. Credit courses are an organized approach to providing assistance to students and are cost effective since they generate tuition revenues.

Non-Credit Modules. If universities accept the premise that some students want brief, superficial help, then non-credit instructional modules must be a part of any career assistance program. These modules can cover a variety of topics and students can attend the modules that best fit their needs. Attendance may be a problem in these modules but students may only want assistance in selected areas and are not willing to invest money in a class for credit.

Workshops and Seminars. Inexpensive informational materials can be used to meet students' needs in workshops or seminars. These programs are usually several hours or more in length and treat one topic area in considerable depth. Topics may include such areas as resume writing, interviewing skills, and use of career resource centers.

Individualized Career Counseling. A small percentage of students on every campus can be described as severely indecisive. These students are not only the most difficult to help, but they also tend to monopolize the resources available for career assistance. The indecision of these students in occupational areas is often linked to personal concerns which require more in-depth counseling.

SUMMARY

Universities need to examine what administrative provisions are being made to respond to the career assistance needs of students. Saving or attracting 50 more students to a campus each year will amount to at least $100,000 in tuition, housing, and food service revenues. A variety of program offerings, based on research and evaluation of the student population, appears to be the best answer to meeting the needs of the greatest numbers of students. A combination of individual and group services will reduce the cost of a career counseling system and will still provide adequate service to most students.

AN EXAMPLE OF ADMINISTRATIVE CHANGE TO MEET THE NEEDS OF THE UNDECIDED STUDENT

The structural changes that have taken place in advising at Memphis State University provide an example of how the needs of the undecided student have continually been met.

The University first started a college in itself--The University College--with a dean and 16 full-time advisors. Students were required to remain assigned to the University College until they completed 55 semester hours. At that point their records were transferred to the academic department in which they would major. As the need for a lower advisor-student ratio arose, the 55-hour requirement was dropped and students were transferred to their declared major department as soon as they were ready. Along with this change came the move from advising being an independent college to its being placed under Admissions and Records as the General Advising Center. Impacting upon this structure came the developmental movement whereby counseling and other student personnel services assumed a greater role, especially in dealing with those labeled "undecided." As a result, the Center for Student Development was formed consisting of five individual units all working together to reach the same basic goals. These units include an Educational Support Program; Admissions Testing; Personal, Career, and Academic Counseling, the latter being the end result of the administrative changes and the present structure. As such, the student who has yet to declare a major can benefit from several services at one time if he or she chooses to do so.

ADVISING THE COLLESCENT[1]
THE GOAL--INTROSPECTION

What can an academic advisor do to raise the overall level of sophistication in the total learning process among collescents? What role should an academic advisor play in the 1980's? Does this role differ from the roles academic advisors have played in the past? What will be the role of higher education in the 1980's?

These questions are considered extremely important in light of the future of higher education. The writer would like to suggest a new role for the academic advisor utilizing a humanistic approach. In addition, the writer would like to propose that academic advisors get involved to promote positive self-concepts of collescents.

---

[1]The term "collescence" is defined by Long and Long as a stage of development after adolescence to define more clearly and describe the personality growth of students between the ages of 17 and 25 who are interacting in, with, toward, against, or beside college environment. A stage of personality development between adolescence and adulthood in which the collescent defines for himself his relationship to self and society.

Learning models[2] can be examined in terms of prior learning with reference to where both positive and negative elements prevail. Learning to learn is considered the ultimate goal of the learning academic advising process.

Learning can be identified in the pure academic sense, where cognition and cognitive processes are thought to be of a serious purpose and many times "the only purpose." However, the pure and simple fact remains that what the collescent (and all people for that matter) is striving for is a fundamental understanding of his/her personal feelings, emotions, and thoughts. If the college or university is going to attract the collescent in the future, a positive role model must be present to give the collescent appropriate behavior patterns. The writer suggests that the academic advisor can be this positive model.

The academic advisor is perceived as supplying the impetus for growth and development within the collescent through a human process of sharing information and caring about the collescent.

A one-semester class designed especially to promote growth and association among collescents and academic advisors entitled "Academic/Career Development" is suggested providing the positive role model identification. Through group discussions, the academic advisor sets a climate that promotes the process of introspection to take place on a natural course where free discussion and questions are asked.

REFERENCE

Nicholas J. Long and Jody Long, Conflict and Comfort in College, Wadsworth Publishing Co., Inc., Belmont, California, 1970, pp.1,87.

---

[2]Examples include parallelisms such as positive and negative learning relations: "If a collescent has lived with criticism, he/she has learned to condemn" and "If a collescent has lived with encouragement, he/she has learned confidence."

WILLIAM PERRY'S FORMS OF INTELLECTUAL AND ETHICAL DEVELOPMENT IN THE COLLEGE YEARS: IMPLICATIONS FOR ADVISING SYSTEMS

Robert E. Gardner, Director of Advising,
College of Engineering
Cornell University

Through interviewing students at Harvard, W. Perry discovered that students progressed through a series of recognizable developmental stages, and he was able to identify and describe these stages in his text, Forms of Intellectual and Ethical Development in the College Years. There is reason to believe students at other institutions pass through similar stages, making Perry's work one way of describing the growth of students during the years they are part of the institutional advising system.

Perry's work has extremely important implications for advising systems and advising models. For example, Perry discovered that students enter the institution with a slightly blurred black and white view of the world and with a great dependence upon authority, yet many advising systems place the responsibility upon the student and indicate, either overtly or implicitly, that the world is not black and white but gray. In short, the system is not synchronized with the developmental stage of the consumer, making either system changes or a special orientation to the new system necessary.

A second area of application is to advising models, such as that of O'Bannon, which suggests working from general world views and goals to specific courses. Perry's work suggests freshmen are not sufficiently developed to utilize such a model, again suggesting either special work on the part of the advisor or alterations in the model when working with students at the lower levels. Similar analyses can be performed for a number of other important advising models.

A third area of application concerns the raison d'etre of advising--a question raised frequently but seldom answered. Perry's work, however, suggests a very interesting and intriguing answer, namely, that a goal of advising is to facilitate the developmental stages by actively using advising as a tool to promote growth from one stage to another. Thus, Perry could be used not only analytically, but synthetically as a series of teaching objectives or statements to be accomplished by the advisor.

Emphasis was placed on the value of using Perry in the training of faculty advisors, who are easily able to intellectually stimulate themselves for a discussion of student development because of the format of Perry's work. Though Perry's work is well known to a few, many are unfamiliar with his text. It is hoped that the presentation of this important work will be a starting point for ongoing discussion.

A PRIMARY COMPONENT OF EFFECTIVE FACULTY ADVISING TRAINING PROGRAMS: ASSESSING AND IMPROVING PERSONAL SKILLS

Toni B. Trombley, Director, Academic Advising Center
University of Vermont

This session was designed to help faculty and others who advise students, and for those who train advisors, to become consistent and skillful advisors. Effective advising places concomitant demands on advisors. They must possess a content base consisting of fundamental knowledge of program and college requirements as well as perform the more mechanical aspects of advising: keeping track of students' academic progress or signing course schedule forms. This is the more traditional and familiar role of the academic advisor.

Equally important is the process aspect of effective advising. This area of communication demands that advisors develop their abilities to listen, understand, and counsel students. It demands sharpening one's skills.

The primary tool that advisors bring to advising sessions is themselves. It becomes essential then, for advisors to ensure that their communication style enhances the overall goal of effective advising; that is, to assist students in making decisions that meet their specific educational needs, thereby solving or avoiding problems. A consideration is a lack of effective communication skills and techniques.

In this workshop, participants concentrated on the pragmatic effect of their communication style and on developing those behaviors and attitudes which would increase their abilities in counseling students. This session was particularly helpful for trainers in designing skills training workshops for faculty and others with whom they work on their campuses. Specifically, the session provided an opportunity:

1. to learn how to provide the conditions in which students can relate to advisors
2. to increase participants' awareness of their personal communication styles
3. to develop competency in advising (counseling) skills essential to effective communication
4. to provide a design for a communication skills workshop

Theory and application of skills were integrated by demonstrations of techniques and group activities. Participants received materials designed to aid them in the further development and assessment of "self as an instrument" in the advising process.

References

A. W. Combs, D. L. Avila, and W. W. Purkey, Helping Relationships, 2nd edition (Boston: Allyn & Bacon, Inc., Publishers, 1978), 6-7.

ADVISING THE STUDENT ATHLETE--SPECIAL PROGRAMS FOR SPECIAL NEEDS

Walter R. Earl, Chairman, Academic Counseling and Testing
Old Dominion University, Norfolk, VA

Old Dominion University's decision to assign an academic advisor to work half-time with student athletes is based on three premises. First, the student athlete has unique counseling needs. Counselors need to be sensitive in helping athletes explore alternative career opportunities to "going pro." Each semester an athlete should make appropriate progress toward a marketable degree compatible to his/her non-sport career potentials. Counselors need to be aware of the particular social, study, and personal adjustments that come with being a scholarship student athlete.

Second, the relationship between scholarship and N.C.A.A. rules presents an information problem to all student athletes participating in national competitive sports. The student athlete must maintain a defined G.P.A. and will need help in adjusting his academic load to realistically reflect progress toward an appropriate degree while dealing with imposed time limitations and actual academic potentials.

Third, the student athlete needs help in negotiating between his professor and his coach. The scholarship athlete on road trips needs a counselor's help (not coach-professor confrontations), in dealing with the problems of overdue papers, excessive class absences, and inappropriate attention to academic work.

In 1978, the Old Dominion University departments of Academic Counseling and Testing and the athletic advising system established eleven goals/objectives for a student athlete advising system. These goals include the objectives of coordinating the academic advising, scheduling, registrations, and drop-add processes for all athletes regardless of their major. Faculty advisors of declared majors still counsel athletes but the final processing of all class schedules and registration is coordinated by the special advisor for athletes. Class load, academic standing, and instructor selection are worked out by the advisor who confers directly with the players and coaches involved.

Other goals are concerned with retention of student athletes. A tutorial pool was organized and financed by the Department of Athletics. Each month, each player carries a "progress report" to each of his/her instructors and receives a monthly grade. These grades are monitored by the athletes' advisor and reported to both the coach and the parents of the athlete.

The aspect of the athletic assistance program appearing to have the greatest impact is a study hall set up four nights a week in the university library. With the coaches' cooperation, all upperclassmen with low grade point averages and all freshmen are required to attend two sessions a week during "their season." Once a month, a counselor conducts a "how to" workshop in study skills, test taking, or paper writing. Paid tutors represent Social Studies on Monday night, Math on Tuesday night, English on Wednesday night, and Science on Thursday night.

Academic statistical grade studies by teams reinforce the cooperation between coach, professor, and student. Seven out of ten teams showed significant improvement in team grade point average over a two-year period. During this same period, withdrawal from classes by athletes dropped 20 per cent and the number of F's earned dropped 2.1 per cent for team members.

A two-year evaluation of the program of academic advising for student athletes has shown four significant changes.

1. The counseling needs of student athletes are now being met by a professional advisor at the university in cooperation with professors, coaches, and departmental advisors.
2. Academic performance is now being monitored and improved so that retention of student athletes is enhanced.
3. The relationship of sports to the academic life of the university is well defined, controlled, and effectively sensitized.
4. The public relations concerns of a viable academic university with a national sports program are presented with integrity.

Handouts of the eleven goals of the program and the statistical reports are available upon request.

HELPING MARGINAL STUDENTS IMPROVE ACADEMIC PERFORMANCE THROUGH SELF-MANAGEMENT TECHNIQUES

Linda J. Pawlicki, Academic Advising Services Coordinator
West Virginia University

With the current focus on dropping enrollment, it would seem appropriate to look carefully at specific subgroups of students considered "at risk". One obvious subgroup is the marginal student who is in academic difficulty. These students often report a desire to "do better" or "study more" during the next semester. It is often obvious that these students are not able to state any specific goal as a beginning step toward improvement and/or choose unrealistically high goals.

Breaking down large goals into manageable units and manipulating one's own environment are two components of self-management techniques which have recently become widely used within educational circles (c.f. Human Competence, Gilbert, 1978). Self-management techniques have met with success in the areas of weight reduction, smoking, study habits, just to name a few (c.f. Watson and Tharp, 1972).

The purpose of the present paper is to describe an attempt to utilize self-management techniques to help marginal students improve their academic performance. In the present study, 21 students on academic probation were assigned to six academic advisers who volunteered to learn about self-management techniques and use them in the academic advising framework.

I. Procedure

Students were selected for the present study on the basis of having been on probation for one or more semesters. From a population of 87 students, 50 were randomly selected to receive a letter encouraging them to come in for special help.

Advisers prepared themselves by participating in two 1 and 1/2 hour group sessions where the theory and system of self-management were presented. In the first session, the theory was described. Advisers were then asked to choose a goal, and make a list of rewards for themselves and report at the next meeting. At the next session, advisers reported on their compliance with goal setting and reward system. The director guided a discussion of each of these examples clarifying and stressing points of compliance with self-management theory.

Advisers met with their assigned students individually. To maintain uniformity, advisers followed a structured interview format. Each session included an explanation of the theory and system of self-management techniques. The adviser then worked with the student to develop his own goal, plan of action, reward system, and contract.

Following the self-help advisement, advisers completed a checklist for each student indicating whether (1) the self-management plan had been explained, (2) the student felt that it would be useful, and (3) the adviser felt there was a better way to deal with the student.

II. Results

Of the 50 students contacted by mail, 21 made and kept appointments with advisers. On the interview checksheet, advisers reported that 18 students had an interest in learning these self-help techniques while 3 declined to use these techniques.

The 18 students undergoing self-management techniques comprise the population pool of the present study. Since practical considerations precluded the generation of an external control group, the 18 students were used as their own control. Consequently, the dependent measure of the present study (i.e., grade point average) was measured at the end of spring semester following self-management training and compared with the student's fall semester grade point average.

At the conclusion of the spring semester program, a comparison of each student's fall grade point average with current spring grade point average indicated that 72% of the students improved (see Table 1). Of these improved students, all but one improved their grade point average by greater than .5 grade points.

A comparison of the fall semester grade point average ($\bar{x}$ = 1.30) with the self-management training spring semester grade point average ($\bar{x}$ = 2.13) was significant ($P < .05$).

In an effort to use the student's total past history as a baseline, the student's cumulative grade point average at the end of the fall semester was compared with his current (self-management semester). The comparison of the cumulative grade point average at the end of the fall semester ($\bar{x}$ = 1.54) with the self-management spring semester grade point average ($\bar{x}$ = 2.14) was significant ($P < .005$).

III. Discussion

The data collected in this study is encouraging in its consistency toward a positive direction. Sixty-seven percent of those students involved with the self-management techniques demonstrated an improvement of greater than half of a grade point.

It would have been useful to have compared these students with an equally motivated control group of students. The comparison of the students' current semester's work with their previous semester's work indicated a promising trend and was significant at the .05 level. Furthermore, a comparison of the students' cumulative grade point average with the self-management semester was significant at the .005 level.

Advisers were most supportive in using the self-management techniques as reported on their interview checksheet. They felt in only three cases out of twenty-one that the self-management technique would not be appropriate.

In summary, the use of self-management techniques would seem a viable possibility on the basis of student improvement and adviser support.

TABLE 1

Progress of Students Receiving Self-Management Training as Indicated by Comparison of Fall/Spring

Students improving performance	13	72.2%
Students declining in performance	4	22.2%
Students staying at same level of performance	1	5.5%
		99.9%

THE EXIT INTERVIEW--HOW CAN IT POSSIBLY HAVE AN IMPACT ON RETENTION?

Rita E. Walter
Senior Academic Adviser
Division of Undergraduate Education
State University of New York
at Buffalo

All institutions of higher learning are very concerned about the current high attrition rate and are actively seeking ways to increase retention. If an exit interview does not usually change a student's mind, how can it possibly have any impact on retention?

WHAT IS AN EXIT INTERVIEW?

The dictionary offers these definitions: Exit - a way out; a going out; a departure Interview - a meeting, generally of persons face to face, to talk over something special.

When a student opens a door to go out, it is important that he assess what he is leaving behind and why, to have a clear idea of what lies beyond that door, and to realize that the door opens both ways. What is an exit now might well be a point of reentry later.

Two groups of students were considered: (a) students who see an academic adviser to resign formally or to request a leave of absence and (b) students who complete the semester and do not return the following semester but who do not meet with an adviser before leaving.

A. By using actual case studies representing commuters, residents, freshmen, transfers, undecided students and accepted majors, we explored what happens in the exit interview.
What are the dynamics?
What kind of information do we obtain?
What is the student really saying?
How do we find this out?
What immediate help do we offer the student?
How do we help the student formulate a concrete plan of action for the immediate future?
How do we help in the decision-making process and in values clarification?
How do we make the student aware of all his alternatives if he stays?
How do we help the student maintain or reestablish self-esteem?
How do we direct the student to salvage his investment and even capitalize on what has been invested?
What resources do we make the student aware of?
What kind of follow-through might occur?
How do we facilitate the student's return?

B. Students who attended Fall 1978 who were eligible but did not return Spring 1979 were identified from a printout obtained from the Office of Admissions and

Records. An Exit Survey form was mailed to a sample of these students. The objective of the survey was to obtain attitudinal rather than quantitative responses. The results identified the reasons for leaving. We were interested in determining whether the quality of advisement was a factor. Also, were the reasons why a student left the fault of the institution, outside of our jurisdiction or beyond our control?

The survey requested demographic information. It also asked whether the student used academic advisement. The balance of the survey asked the student to rank reasons for leaving as very important, less important, least important or not a reason.

There was a place for student comments.

SUMMARY

The size of the University was the most frequently mentioned reason why students leave. Advisement cannot change, nor would it want to change, the size of the University. Therefore our service to students should be helping them cope with largeness and impersonality. How soon should we begin? How can we compensate? How can we be more effective in helping students cope with large classes? Our success could have a marked effect on retention.

Dissatisfaction with the quality of teaching and the inability to understand foreign instructors and teaching assistants were cited as reasons for leaving. Steps must be taken by department chairmen to improve the quality of instruction. How can academic advisers be effective agents of change in this area? How can we share our findings with faculty? Our success could possible cut down attrition.

If students had to leave school for personal reasons, what can advisers do to facilitate counseling to help students work out problems to the point of being able to return?

If students had to leave for financial reasons, what can the academic adviser do to help the student become aware of financial aid resources or the existence of part-time programs?

Indecision about a major or career was another reason for re[illegible]oning. What career exploration resources can the adviser suggest? Can the adviser set up an appointment for testing and arrange for the interpretation of results?

Relatively few students cited dissatisfaction with academic advisement as a reason for leaving.

One student in his comments expressed his pleasure that someone noticed he had left and took the time to check on why he left.

CONCLUSION

The primary objective of this presentation on exit interviews is to raise our level of consciousness about what we actually do with students who leave our institution and how we might do it more effectively.

In many instances, if advisement is voluntary, the exit interview may be the first time a student has seen his academic adviser since orientation. How can we make students more aware of the services we offer? Earlier and more continued contact might prevent attrition.

We should consider the exit interview as an interventive program. By learning more about the problems which become serious enough to cause students to leave we can take positive action to achieve earlier and more innovative intervention.

By identifying problems and becoming more expert in helping students solve their problems before they become critical we may reduce attrition. We must expand our awareness of available resources for problem solving.

Reviewing the course of events which lead to the drastic decision to leave will help us assess how early the attrition was predictable and how it may have been prevented. We could establish a distant early warning system.

Continued contact with the institution could be maintained to facilitate and encourage readmission. Programs might be established for students on a leave of absence.

There is obviously no direct cause and effect relationship between the exit interview and retention. Indirectly, however, we can use the responses derived from the exit interviews not only to determine the reasons why students leave but also to sharpen our advisement skills and increase our sensitivity. The impact of more effective and more innovative advisement could be a reduction in attrition in the future.

HOW GOOD IS YOUR ADVISING PROGRAM? A SELF-INQUIRY TECHNIQUE

David S. Crockett, Vice President,
Educational Services Division
The American College Testing Program

In a recently completed National Survey on Academic Advising conducted by The American College Testing Program 80 per cent of the responding institutions reported that they had no formal evaluation process for their academic advising program. A good advising program does not just happen. It is the result of a carefully developed institutional plan and commitment to improved advising. This self-inquiry technique is designed to assist institutions in evaluating the current status of their advising program.

To rate your advising program simply respond to each question as it applies to the undergraduate advising program at your campus. Answer each item as the situation actually exists, not as you would like it to exist. A scoring key is provided at the conclusion of the article.

1. What is the primary purpose of your advising program? (Select One)
   A. Provide academic regulation and registration information.
   B. Provide personal and psychological counseling.
   C. Assist students in developing educational/career plans.
   D. Provide assistance in course selection and class scheduling.

A good working definition of academic advising is:

> Academic advising is a decision-making process through which a student, aided by an advisor, maximizes the educational experience through interaction specifically pertinent to both curricular and career planning.

In too many advising programs undue emphasis is being placed on the mechanical, routine, information-giving aspects of the advising process, rather than the more substantiv activity of exploration of educational and career goals. A developmental approach to academic advising must go beyond institutional requirements and registration. There must be a context within which these items fit, and that context is the broader area of good educational/career planning.

2. Is one person assigned responsibility for coordinating or directing the institution's advising program?

____Yes, Institution-wide
____Yes, By College or Department
____No

When everyone is responsible for advising, no one is accountable! Effective advising programs, like most activities, need to be properly managed. Management typically consists of the following functions:

--Planning
--Organizing
--Staffing
--Directing
--Evaluating

Advising programs can obviously benefit from all these efforts. The result of good management of advising is that others are assisted in delivering the service more effectively to students. Many advising programs fail because no one is responsible for carrying out these important functions in a systematic manner.

3. Do you have a written institutional policy on academic advising including philosophy, goals, delivery, responsibility, and selection, training, and recognition of those doing the advising?

____Yes
____No

Basic to developing an effective advising program is deciding what the institution wants to achieve with its academic advising program and how it plans to implement the program. Questions that commonly need to be addressed include:

--What are the advising needs of students?
--Who will do the advising?
--Are there advising needs that transcend individual departments and colleges?
--Who is administratively responsible for the academic advising system?
--How should advising services be delivered?
--How should advisors be selected, trained, evaluated, and recognized?
--What is the relationship of the advising Do those responsible for advising services have the authority to make the system work?

Once the advising system is established, its purposes and procedures must be understood by administrators, faculty, and students. The ultimate success of any advising program is based largely upon a common understanding of its purposes. The most important single factor contributing to strong advising programs is the commitment of the institution to the process. Good advising programs are not inexpensive; they require allocation of human, financial, and physical resources. Unless administrators believe that advising is an important and necessary educational service and support that commitment both fiscally and psychologically, advising is likely to be neglected. There is no substitute for strong administrative support for an effective advising program.

4. What is your recognition/reward system for advising? (Check each item that applies)
   A. Extra Compensation
   B. Reduction in Workload
   C. Awards for Excellence in Advising
   D. Consideration in Promotion/Tenure Decisions
   E. No Recognition for Advising Is Available

In many institutions, advising is an activity that carries little or no recognition or reward. Good advising--like good teaching, publication, and research--needs to be recognized. The type of reward system employed for advising is closely related to the importance placed on academic advising at a given institution. Administrators may reinforce good advising by a variety of means, including extra compensation, reduction in work load, paid inservice training, consideration of advising

effectiveness in promotion/tenure decisions, and awards or other forms of public recognition. Although it is important not to overlook the intrinsic rewards an advisor may find in helping students, lack of some type of tangible reward system can impede effective academic advising.

5. How are faculty advisors generally selected on your campus? (Select One)
   A. Volunteer
   B. Assigned selectively
   C. Condition of employment/contract (all or most faculty advise)
   D. We do not use faculty advisors

Advising is not something that everyone can or should do. Advisors must be selected carefully. The major criterion in their selection is interest: It is a mistake to assign advising responsibility to people with little or no interest in working with students in the advising relationship. The advisor must demonstrate interest in students as individuals and exhibit empathy, warmth, intuition, and flexibility. Advisors must also be willing to participate in training programs, spend time with advisees, perceive advising as an important function, and be knowledgeable about institutional resources, policies and practices.

6. Do you conduct at least one full-day inservice training program annually for academic advisors?
____Yes
____No

7. Do you typically cover the following topics in your inservice training program?
(Check each that applies)
____A. Academic regulations, policies, and registration procedures
____B. Campus referral sources
____C. Humanistic counseling skills
____D. Career information and employment outlooks
____E. Use of information sources
____F. Decision-making skills

8. Are your advisors routinely provided the following support materials?
(Check each that applies)
____A. Advising Handbook
____B. Employment Outlook Projections
____C. Academic Planning Worksheet
____D. Computerized Information Programs
____E. Forms for Anecdotal Records of Contacts

By and large, institutions have done an inadequate job of training advisors. Well-planned and properly presented inservice training sessions can be very effective in improving the quality of advising. Most advisors are receptive to improving their advising skills and techniques.

Training sessions can be structured around the needs perceived as most important to advisors and can be made more meaningful and interesting by use of appropriate handout materials, presentations by campus experts (for example, the director of counseling) on basic counseling skills and techniques, videotapes, and simulation and role-playing. Training sessions and support materials can correct some deterrents to effective academic advising: lack of familiarity with curricular offerings, core requirements, referral sources, job opportunities, available data sources, and administrative forms and procedures used in the advising process; inadequate understanding of the role of advisor; lack of basic advising and counseling skills.

Advisors cannot be expected to store all necessary information in their heads. Support materials should be developed and distributed to advisors for their reference and use. A comprehensive, attractive, all-indexed advisor handbook is an indispensable tool to good advising. Since it is important that the handbook be kept current, a looseleaf notebook format is desirable. An advising handbook might include states of policy, descriptions of campus resources and procedures, information on advising skills and techniques, information on academic requirements, and samples of documents used in the advising process. As a rule, advising handbooks contain too little information on the role of the advisor and on techniques used in the advising process.

9. Are your advisors routinely provided the following information sources on each advisee?
(Check each one that applies)
____A. ACT/CEEB Student Profile Report (SPR)
____B. High School Transcript
____C. College Transcript/Grade Reports
____D. Campus-based Interest/Placement Tests

Good advising is built on the premise that an advisor can never know too much about a student. The quality of an individual student's educational/career decisions increases directly with the amount of relevant information available to the student and the advisor. Students who make conscious and realistic career plans are the most likely to persist. Therefore, all good advising programs have an information base for use by advisee and advisor during the advising process. This information base is often in the form of an advising folder supplemented by appropriate outside reference sources. A typical advising folder might include the ACT Student Profile Report, the high school transcript, a college transcript or grade slips, planning worksheets, an anecdotal record of significant discussions, and other documents or materials helpful to the advising process.

10. Are advisors provided with a listing, description, location, phone, and contact person for each campus referral source?
____Yes
____No

Successful advising is predicated on a good referral system. Clearly, the academic advisor should not attempt to be all things to all people. Every campus has a range of resources better equipped to assist students in certain situations than the academic advisor. The effective advisor makes full use of these support resources. Many advisors refer too quickly without taking the time to discuss the situation with a student before determining the best referral source. Because of the importance of referral, it is imperative that advisors be thoroughly familiar with the resources available and the referral procedures and process.

11. Does your advising system require contact between advisor and advisee at any of the following times?
(Check each that applies)
____A. Registration
____B. Prior to any changes in classes
____C. Prior to declaring or changing a major
____D. Following any report of unsatisfactory performance or attendance
____E. Prior to withdrawal

12. What is your estimate of the average frequency of contact between advisors and advisees on your campus during an academic year? (Select One)
____A. Once a year
____B. 2-4 times a year
____C. 5-7 times a year
____D. More than 8 times a year

Good advisors need to be intrusive! Unfortunately, many students are reluctant to schedule appointments with their advisors on a regular basis. In order to overcome this problem it is sometimes necessary for the system to "force" contact between advisors and advisees. Advisors should plan to be available for conferences with advisees regularly throughout the semester. The followimg times are especially important: before registration; prior to any change of courses or of major; following any report of unsatisfactory work; prior to withdrawal from college; when a student is experiencing personal or social adjustment or academic problems.

Dynamic advising programs are characterized by frequent high-quality contact between advisor and advisee. Good advising is not simply seeing a student once a semester or twice a year to approve a course schedule. Though daily contact is not necessary, many students need to see their advisors on a rather frequent basis. On occasion, advisors may need to be assertive--to seek advisees out and invite them to discuss matters of common concern. Frequency of contact tends to strengthen the quality of the advisor-advisee relationship. The most fruitful contacts need not always take place in the advisor's office; they might take place in the advisor's home, in the student union, or in some other campus setting. A quality advising experience is an encounter in which the advisor and advisee discuss a wide range of topics relating to the student's life goals, educational/career goals, educational program, progress, and problems. It is not always necessary to meet individually with students to accomplish the purposes of advising. Small-group sessions often provide an opportunity for the advisor to work with students in an effective manner.

To perform effectively, advisors must be assigned a reasonable student load. Too large a load will inevitably result in unavailability, hurried meetings, not getting to know advisees on a personal basis, and, in general, poor advising experiences for students. Determining a reasonable student load will, of course, depend on a number of variables such as delivery, teaching load, committee assignments, research and publication commitments, outside activity, and whether advising is a full-time or part-time responsibility.

13. Do you have a formal evaluation process for your advising system?
____Yes
____No

14. Is your evaluation process done on an annual basis?
____Yes
____No

15. What kind of evaluation is conducted regarding the performance of advisors?
(Check each that applies)
____A. Advisee evaluation
____B. Advisor self-evaluation
____C. Administrative review with established criteria

The basic purpose of any evaluation program should be to assist advisors to improve the advising process. Advising programs require systematic and periodic appraisal. The first step in developing an evaluation system involves the establishment of measurable criteria. Such criteria include--but are not limited to--length of contact, frequency of contact, topics discussed, accessibility, number of referrals, student satisfaction, number of registration errors, retention of advisees, and knowledge of the institution. Primary evaluation should be made by students and should be supplemented with evaluations by an advising supervisor or coordinator and by advisors themselves. Methods of evaluation generally include questionnaires, statistical data, and counts.

16. Indicate the <u>primary</u> delivery system employed in your advising program.
(Select One)
____A. Peer advisors
____B. Computer assisted advising
____C. Faculty advisors
____D. Professional counselors
____E. Academic advising center
____F. Some combination of above

Institutions often select an inappropriate delivery system for academic advising. What works well at one institution may not work well at another. Each institution should select the delivery system or combination of systems most appropriate for its situation and its student body. No single model of academic advising has proven universally successful. Generally, successful advising programs "mix" their delivery to insure students are provided several options to obtain advising services. Even more important than the delivery system, however, are the institution's commitment to the process and the ability of the individual advisor.

17. Indicate the three factors deemed most important to students in the advising process.
(Select Three)
____A. Advisors are available
____B. Advisors have academic rank
____C. Advisors provide specific and accurate information
____D. Advisors are of the same sex as advisee
____E. Advisors have private offices for advising
____F. Advisors exhibit a personal and caring relationship with advisees

As the primary beneficiary of the advising process, the advisee must perceive the advising process in a positive manner. Student satisfaction is highly dependent of the quality of the advisee/advisor relationship, which in turn is dependent on a number of factors. The three major factors that students most frequently cite as important to them in the advising process are accessibility, specific and accurate information, and a caring and personal relationship with the advisor. Regardless of how the institution delivers advising, these student needs should be being met in the advising program.

Now refer to the scoring key and derive a total score for your advising program. There is a maximum score of 100 points. If your score was greater than 80 points you can be encouraged by the fact that the basic elements of good advising programs are in place at your institution, and students are receiving a needed and valuable service that enhances their growth and development. A score of less than 70 points would suggest that you could make substantial improvements in your advising program. Improved advising requires creativity, organization, receptivity to new ideas, willingness to change, hard work, and above all a cadre of caring people.

SCORING KEY

		SCORE
1.	A=3 B=0 C=5 D=1	( )
2.	Yes=5 Yes=3 No=0	( )
3.	Yes=5 No=0	( )
4.	A=2 B=2 C=2 D=4 E=0	( )
5.	A=3 B=5 C=1 D=5	( )
6.	Yes=5 No=0	( )
7.	A=1 B=1 C=1 D=1 E=1 F=1	( )
8.	A=2 B=2 C=2 D=2 E=2	( )
9.	A=1 B=1 C=1 D=1	( )
10.	Yes=5 No=0	( )
11.	A=2 B=2 C=2 D=2 E=2	( )
12.	A=0 B=1 C=3 D=5	( )
13.	Yes=5 No=0	( )
14.	Yes=5 No=0	( )
15.	A=4 B=1 C=2	( )
16.	A=2 B=2 C=2 D=2 E=2 F=5	( )
17.	A=1 B=0 C=1 D=0 E=0 F=1	( )
	TOTAL	____

--90-100 Excellent
--80-89 Very Good
--70-79 Good
--60-69 Fair
-- 0-59 Poor

Authors Note):
David S. Crockett is Vice President, Educational Services Division, The American College Testing Program. He has compiled a comprehensive resource document on academic advising and has conducted numerous national, regional and individual campus workshops on improving the academic advising process.

THE EFFECTIVE UTILIZATION OF PEER ADVISERS

Lois G. Goldberg, George Washington University
Sr. Margaret Ann Landry, Marymount Manhatten College
Wes Habley, Illinois State University

In recent years many institutions have implemeted successful peer advising programs. This session provided an opportunity for the directors of peer advising programs to share information and ideas with each other and with those who are interested in utilizing peer advisers at their home institutions.

Topics covered included: current research on the effectiveness of peer advisers; the role of peer advisers at various institutions; the selection, training, supervision, and evaluation of peer advisers; costs and sources of funding; and publicity.

The program began with a brief overview of peer advising, including references to relevant research on the effectiveness of peer advisers. The directors comprised a panel and each had an opportunity to describe his/her program.

A description of the peer advising program at George Washington University follows:

In the fall of 1976 the Office of the Provost and Vice President for Academic Affairs began a program of student-to-student advising. The program is funded and supervised by the Provost's office and managed by a half-time Coordinator.

Peer academic advising, or student-to-student advising, is a means of providing more personalized advising than is possible with a faculty advising system alone. Through this program experienced and qualified students are trained to work with their peers. Peer advisers work predominantly with freshmen and transfer students in Columbian College. Some assistance is available to undergraduates in the School of Public and International Affairs and the School of Education and Human Development. Peer advising does not replace faculty advising; its overall goal is to complement the reguuar faculty advising program.

The School of Government and Business Administration has developed a peer advising program for its own undergraduates. The SGBA program is similar to the one supervised by the Provost's office but retains some special features.

Each spring the Coordinator asks the academic departments to nominate one or more students to serve as peer advisers. A letter is sent to each nominee with general information about the program. All interested nominees are interviewed by the Coordinator, and approximately thirty are selected for the following academic year.

Peer advising has several facets. The program responds to the different needs of incoming and returning students as well as to those of students with declared or undeclared majors. Peer advisers are generalists and specialists; they are familiar with both collegewide regulations and the requirements of their specific academic department.

PROCEDURAL CONCERNS--This aspect of advising entails detailed explanations of the logistics of academic life:

- How to plan a schedule
- How to register
- How to drop and add courses
- When to declare a major

Students seem less reluctant to ask for this kind of help from their peers. In addition, peer advisers can reduce the amount of time faculty advisers often spend answering routine questions.

INFORMATION AND REFERRALS--Peer advisers provide accurate information about:

- College-wide regulations and requirements
- Departmental degree requirements
- Academic options
- Student services at the University

When peer advisers are unable to assist students with certain questions or problems, they refer them to appropriate individuals or offices.

EXPERIENTIAL ADVICE--This aspect includes:

- Information about the content, professor's teaching style, and normal class size for specific courses
- Assistance in balancing course loads
- Suggestions for coping with registration procedures
- Information not usually published in the University Bulletin.

The demand for peer advising varies throughout the year. The structure of the program varies in response to this demand.

FALL AND SPRING REGISTRATION

During the fall and spring registration periods, the headquarters for peer advisers is a large classroom in Monroe Hall. Peer advisers are available there to talk with students throughout registration week. Up to sixteen peer advisers are assigned on busy registration days. Several kinds of information, such as up to date departmental degree requirements, course descriptions, and class syllabi are assembled for the advisers to share with students. Students may also pick up extra copies of the Bulletin, the current Schedule of Classes, and registration information from the peer advisers.

SUMMER ADVANCE REGISTRATION PROGRAM

Participation in S.A.R.P. provides an opportunity for incoming freshmen to visit the University and register for fall courses during the summer. Ten to fifteen peer advisers are recruited and, in this case only, paid on an hourly basis.

These peer advisers:

- Present academic orientation sessions
- Host a reception
- Help students plan their first semester's class schedule.

THE ACADEMIC YEAR

During the rest of the year, peer advisers are available to students by telephone or appointment.

- The Coordinator distributes the names of peer advisers, with their phone numbers and majors, to academic departments, residence hall staff, and key administrative offices.
- The same list appears on the inside back cover of the preregistration edition of the Schedule of Classes Students contact peer advisers, as the need may arise.
- Advisers answer questions over the phone or arrange to meet with the students.

Peer advisers attend a one-day training program just prior to the beginning of registration week. The purpose of the training program is:

- To impart an appreciation for the complexity of academic advising
- To provide an understanding of the dynamics of the adviser/advisee relationship
- To foster self-confidence in the adviser role by learning basic counseling skills and becoming familiar with important academic information
- To promote group cohesiveness

Peer advisers are not paid a salary. Their rewards are:

- The satisfaction of helping fellow students
- Recognition by the academic departments
- Their standing as peer advisers among undergraduates
- An enlarged circle of friends from other disciplines

For additional information about peer advising, contact the Peer Advising Coordinator, Office of the Provost, Rice Hall.

DECENTRALIZED ADVISING AT A CAREER ORIENTED INSTITUTION: AN ANALYSIS

James B. Turner, Assistant Dean, School of Pharmacy
Matthew A. Klein, Associate Dean, Starr Educational Center
Vordyn D. Nelson, Assistant Dean, Ferris State College, Michigan

The purpose of the presentation is to describe, analyse and critically evaluate a decentralized system in which full-time teaching faculty are totally responsible for academic advising of students in a college with a wide diversity of program offerings. The college is comprised of seven schools with approximately 10,000 full-time students and a teaching faculty of over four hundred. The curricular offerings include Associate and Baccalaureate degrees in Business, General Education, Allied Health, Education and Learning Resources, Technical and Applied Arts, Pharmacy, and Optometry (Doctorate). The full-time teaching faculty have as a part of their major responsibility the academic advising of students. The advising system is administered by an Assistant Dean who is responsible to the Dean of each school. The Assistant deans also supervise the professional counselors who are administratively assigned to the individual schools. The presenters are Assistant Deans of Student Academic Affairs representing three schools of the college. They provided an overview and then expanded upon the major differences in administering the advising system of this college. Additionally, the presenters addressed the overall institutional coordination of academic advising, orientation and inservice training of faculty advisors, and evaluated the strengths and weaknesses of this system.

FRIGHTENED FRESHMEN AND PANICKED SENIORS--A LIBERAL ARTS DILEMMA

James J. O'Connor
Director of Advising and Student Services, CLA
Oregon State Univesity

Freshmen and Seniors seek more advising out of fear. Advisors could benefit both groups by addressing certain items often ignored by departmental academic advisors.

Oregon State has approximately 2400 liberal arts majors in 16 departments. FTE of the university exceeds 16,000 spread through 12 colleges and professional schools. The liberal arts unit is the second newest unit having achieved its twentieth year of existence. Current growth rate is 7% per annum.

Items addressed by the academic advisor outside of course schedules for Freshmen are:

1. What to bring to campus
2. What best to leave at home
3. Mastering the campus geography
4. Understanding the University
5. Budgeting time
6. Motivation
7. Making a decision
8. The Library
9. They will make mistakes
10. The fact of lonliness

Advisors should be aware of verbal smokescreens given by freshmen which have subtle nuances of meaning. The more common:

1. "I know I can do it if I really try." While philosophically sound it means little when uttered by a very weak student.
2. "I'm average." This could mean low self-esteem.
3. "High School was so different." Much easier? Simpler? I want to go back?
4. "The courses aren't relevant." Does a freshman really understand relevancy?
5. "The courses don't excite my interest."
6. "The class is unchristian." This is becoming more prevalent as students seek to avoid uncomfortable information.
7. "The prof is a pervert." Accusations are becoming more frequent.
8. "The professor doesn't relate.
9. "I'm interested in everything. You choose for me."
10. "I understand."

They become even more uncomfortable when informed a liberal arts degree is not career preparation. But they do listen when informed a liberal arts degree will enhance personal and intellectual development if they are committed to learning. That education is more than preparation for a job, it is preparation for what they can do with the rest of their lives.

Seniors are another matter and they need a different kind of pep talk. They are faced with more binding decisions. But they do like to talk about themselves. Utilizing that trait, advising sessions can address:

1. The ideal personal situation in ten years as to career achievement, geographic location and commitment beyond career.
2. The value of, or is it an escape to, graduate school.
3. The "practicality" of a liberal arts degree.
4. The need of a placement file.

Concurrent with the above topics of discussion, a mock interview can help. Questions that will force personal reflection are:

1. What are their talents?
2. What skills have they mastered?
3. What are the weaknesses they are most conscious of?
4. How do they wish to be evaluated?
5. How will they go about getting information on aviablle training programs?
6. Have they subjected themselves to interviews? No one can reasonably expect to be hired after the first or second interview. Persistance is the key.

Finally as an advisor, I must keep in mind:

1. All advisors are avaricious in their demands for time.
2. Many advisees prove elusive when confronted with guidelines.
3. I must remain alert to advisees utilizing selective mis-quoting.
4. I must identify those students who enjoy being confused and separate them from those genuinely confused.

It is my belief that advising is the single most important aspect of the students academic career.

SURVEY OF AVAILABLE COGNITIVE STYLE INSTRUMENTS

Dr. Nancy Dixon, Brookhaven College, Dallas, Texas

The aim of advisment is to place each student in appropriate careers and classes. Advisers make use of many tools in terms of both people and instruments, for this purpose. One area that has been sorely lacking in instruments is cognitive style. We are all very well aware that each student has a unique way of learning and that if we could match the mode of presentation of information to the learner, we would have far greater success. But the tools with which to make the match have not been availabbe. However, this situation is changing and in the last few years a number of instruments have come on the market which attempt to assess cognitive style. Among these are Kolb's Learning Style Inventory, Dunn's Productivity Inventory, Hill's Cognitive Style Map, Witkin's Field Independent/Dependent Model to name a few.

The presenter reviewed a number of these instruments, and suggested appropriate ways each might be used. Copies of each instrument reviewed were displayed for inspection by the participants. In addition a listing of cognitive style instruments and sources were made available.

CAREER AND ACADEMIC ADVISEMENT NEEDS OF THE NON-TRADITIONAL STUDENT: FACULTY AND STAFF ROLES

Dr. Michael Katz, Professor of Philosophy, University of Nebraska
Mr. Carl Cook, Academic Counselor/Pre-Law Advisor, The American University, Washington, D.C.
Dr. Frank Carney, Director of Placement West Virginia University
Dr. Bert Wilson, Chief, Career Development Branch, National Institute of Health

The interplay between career and academic advisement is, in many circles, unrecognized. The literature on adults tells us that they are seeking education for career associated reasons. This workshop addressed the relationship of academic and career decision making from the perspective of the placement officer, career counselor, employee development specialist, faculty member, and academic advisor. For more information on this presentation, contact presenter(s).

A PRE-LAW ADVISING PLAN USING A SET OF SEQUENTIAL TOPICS GEARED TO EACH OF THE UNDERGRADUATE YEARS

Nancy Twiss, Pre-Law Adviser
Kansas State University

Pre-law students have advising needs which begin in the freshman year and continue, rather predictably, through the senior year. By identifying topics which need to be explored with students, and by deliberately introducing them in informal sequence according to classification, the adviser has tried to help students view their goals comprehensively.

A concern presented by the student is given the first priority in advising. Among topics introduced by the adviser, however, information on advising services ranks first: how the appointment, invitation, and drop-in systems work; where resource materials, organizations and individuals are available; what the student's responsibilities consist of in the advising relationship, etc.

A more fundamental topic, academic achievement, is discussed with students each semester. Emphasized with freshmen are: degree requirements, broad competencies rather than prescribed courses, maximum challenge consistent with levels of preparation, consideration of possible need for accelerated and/or remedial courses, exploration of fields of study, and prerequisites which can keep open options for majors. It is expected that the student will accumulate some experience with: the questions and responses which endure concerning the human condition; the discipline and sublimity of creativity; the theories and methodologies of interpreting human behavior and the natural world, and the pleasures and uses of formal modes. Students are urged to cultivate the independent habit of reading substantively. It is pointed out to freshmen that although law school seems to hover in a remote future four years away, in only nine months they probably will have completed fully one third of their academic credentials for admission.

With sophomores, academic topics are centered on an assessment of the freshmen year, on the choice of a major and on the selection of electives. The student and adviser discuss competencies, personal responses, and progress toward goals, as shown in the previous year. Students selecting a major are encouraged to: explore various disciplines; take prerequisites which will serve multiple purposes; take interest tests; confer with departmental advisers; talk to current majors and recent graduates; consider auditing classes and departmental club meetings; visit, volunteer, intern, or work in a field of possible choice; check career information in the library; check with the placement center; consult with career counselors; and confer frequently with the adviser. Students are urged to consider using electives to complete minors, mini-concentratons, double majors, supplements to a major, or alternatives to professional interests. Students are expected to develop a tentative plan of specific courses for remaining semesters, including courses which involve criticisms of writing.

No later than the junior year, adviser and student select courses (mostly advanced) which seem likely to assure that a students' biases will be challenged and that the student's intellectual haunts will be enlarged or invaded. The aim is to give the student experience in asking fundamental questions; opportunity for independently formulated academic study; rigor sufficient for the possibility of achievement beyond any previously defined reach; and some consciousness of the relationship the student is forgoing to self, others, and the natural world, and of his or her proficiency and excitement in expressing it concretely.

Because of students' fluctuating interests during the undergraduate years, the adviser considers students to be less "pre-law students" than "students interested in the possibility of attending law school." Students are asked to define the sources of their interest in law and their ultimate goals. To test the validity of their interest, students are urged to visit law schools; examine pre-law literature; attend meetings sponsored by the Pre-Law Club, by visiting law schools, and by the pre-law adviser; and participate in career and life planning workshops. Sophomores and juniors are asked to read at least one book on the law school epperience and one on diversity within the profession, to examine law school catalogs, to talk with law students and lawyers, to volunteer in a law office, etc. Discussing the ideas they plan to express in their application statements helps many juniors catalyze their interests. Seniors are urged to recognize early the forms which ambivalence may take, such as missing LSAT and application deadlines. They are asked to provide options for themselves by taking as many as might be appropriate from Exams, State Civil Service Exams, and Pace Exams; by checking into Rhodes and Fulbright Fellowships, etc.; by conferring with departmental advisers on post-graduation opportunities; by applying for graduate school; by interviewing for jobs, Peace Corps, etc.

Characteristics of professional responsibility are mentioned to freshmen; adherence to ethical standards, dedication to justice, commitment to scholarship, contribution to public service, cultivation of broad interests, and eagerness for challenge. Students are asked to consider that the responsibility of a professional is in many respects similar to the responsibility of a preprofessional, as well, and they are referred to the honor codes in university and pre-law materials. To achieve the breadth expected of professionals all pre-law students are encouraged to attend lectures, plays, seminars, concerts, discussions of controversial issues, etc. Sophomores, particularly, are referred to information on studying abroad, internships at the local, state, and national level, etc.

Application responsibilities begin with freshmen, who start a vita including academic, work, and school-community activities. In addition they start a personal file of academic records and a file of academic work. As juniors they select an LSAT date, attend sessions on the application process and on preparing for the Law School Admission Test, plan a budget for application and enrollment expenses, examine law catalogs, and begin an application statement. As seniors, students are urged, for example, to schedule ample time for planning post-graduation activities, to take the LSAT no later than October, to send applications for financial aid and admission early, to submit fall semester achievements to admissions committees, and to report acceptances, rejections, and decisions to the adviser.

An advising plan which assertively introduces topics essential in pre-professional students' decision-making seems to produce several positive results, even when the plan has been imperfectly implemented. It apparently diminishes the incidence of ill-considered post-graduation-choices. The plan makes it possible for students to prepare fully for joint degrees in law and other areas or for deferred law study. For those who decide to enter law school, the plan contributes to a law school acceptance rate and to a degree of satisfaction with the choice of law study which both appear to be remarkably high.

PRESENTATION TO THIRD NATIONAL CONFERENCE ON ACADEMIC ADVISING

Donald J. Carstensen, Educational Services
American College Testing Programs

I am very pleased to be with you this morning here in Omaha, at this, the third national conference on academic advising, for it was really a year ago at this time that the survey which generated the information I am about to share with you was put into some structure through discussions with 12-14 representatives of this association. I am very appreciative for the advice and encouragement this association provided in the conduct of this survey and I think that the response to the survey, which represented 75 per cent of the population sampled nationally, reflects both the commitment people working in this area have to improving the delivery of academic advising services and in expanding the information base from which to build these improvements.

I have a copy of the questionnaire with responses by type of institution to each of the survey items for distribution at the end of this session. Once you have that material, I'm sure you will be able to draw your own conclusions about the status of academic advising in this country.

In the next few minutes, I would simply like to highlight some conclusions that I feel can be drawn from the information. I would remind you at the outset that the purpose of the survey was not to assess the quality of the academic advising service being provided or necessarily identify successful approaches to delivering academic advising but rather to describe where we are: how we are organizing our resources to deliver this service to students, what we think are the priorities in the delivery and improvement of this service, who does it, how much time is spent in doing it, how often and how extensive are the contacts we have with those who receive the service, and what evaluation and recognition is provided those delivering this service to students.

Lee Noel and Phil Beale, in their recent national survey (What Works in Student Retention) found that academic advising is perceived as having importance as a retention tool when appropriately delivered. In their WWISR study, when all approaches to impacting retention were listed, academic advising was ranked first as to the number of institutions initiating action programs in this area. Academic advising is center stage in the educational community. Obviously, presenting an opportunity on which we should capitalize. Again, the response to the survey supports this conclusion.

1. ACADEMIC ADVISING IS INFORMATION GIVING

The survey results would suggest that those individuals responsible for academic advising perceive it primarily as an information giving, program selection, course selection type of activity. It is clear that this approach is contradictory to the potential that academic advising holds to impact students from a developmental perspective and to enhance the retention of students who we know are drop-out prone, i.e., the undecided, undeclared majors, the students who lack a sense of mission or purpose in their educational experience.

2. LITTLE THAT IS NEW

Secondly, it is clear that we deliver academic advising to students in more similar than dissimilar ways, regardless of the type of institution--two-year, four-year, public, private. This would lead me to believe that we have tremendous opportunity for growth through building imaginative and technologically contemporary academic advising systems. Only three per cent of the institutions surveyed reported that they used any computerized services and programs in their advising services. I think that we need to look at the resources available to us and how they might interface with our goals and objectives.

The traditional approach of relying on faculty to deliver academic advising most often, but not always, in their area of academic strength or major field is taken by 78 per cent of the institutions nationally. When asked about the secondary or support approaches to the primary delivery system, faculty advising is mentioned by an additional 21 per cent of the institutions surveyed. Almost 100 per cent of postsecondary institutions rely to a large extent on faculty for the delivery of academic advising services. In fact, the majority of institutions that rely on faculty do so in a very expansive way. That is to say that 75 per cent of the faculty or more are involved in the delivery of that service.

3. MOST PRESSING NEED

This dramatizes a third point which is that the most pressing need from the standpoint of those who are responsible administratively for academic advising within the college environment is providing training and materials to those who deliver academic advising. Recognition of this is an encouraging finding of the survey. What is of concern is that substantive training programs are not in place. I might add that the identification of this need was consistent by type of institution. When we look at the sub-population of Directors/Coordinators of advising by type of institution, the results are more checkered. Two-year and four-year private based directors of advising are looking for a model while the four-year public directors of advising are looking for staff.

4. MISSED IMPORTANT FIRST STEP

Most institutions have missed an important first step in the delivery of advising services, and I think it is reflected in the aforementioned results which indicated that the most important role of academic advising is to deliver course scheduling and program selection information. Only 26 per cent of the institutions responding to the survey had a mission statement or statement of purpose about the delivery of academic advising services. I would suggest that this is probably an inflated figure in that I asked for samples of those statements and, in many instances, found photocopies of pages from the catalog indicating that academic advising was available from a particular office at a particular location. What I was seeking was a statement of administrative purpose which would speak to the goals and objectives of an academic advising program,

identify who would be the delivery agent of that service, how they would be evaluated and rewarded, at what times that service would be available, what the institution's expectations were in terms of contacts with students and outcomes from the students' perspective. In other words, a fairly comprehensive statement of mission suggesting administrative support from the highest level and assuring students of an ongoing purposeful structured advising support system. By and large, these types of statements are not in place. I think, for this reason there is not clarity within institutions or across institutions as to the purpose or definition of academic advising.

5. NO MISSION STATEMENT/NO EVALUATION/ NO REWARD

Without such mission statements, it is not surprising to find that there is little formal evaluation of the delivery of academic advising services within institutions. Therefore, there are no expectations on either the part of the institution or on the part of the student as to what the outcomes will be as a result of delivery or participating in the academic advising process. Only 23 per cent of the institutions nationally indicated that they had a formal evaluation process for their academic advising system. The reality of these two conditions leads us to the next point which is that, by and large, those faculty delivering academic advising receive little or no reward. In fact, the majority (56 per cent) of institutions nationally provide no recognition to faculty for the delivery of academic advising. This, the lack of reward, is oftentimes where individuals that I meet and deal with start when suggesting hurdles or barriers or pitfalls in the delivery of academic advising. They suggest it is hard to motivate faculty to deliver academic advising when they are not recognized or rewarded. I can appreciate that and agree with that, but suggest it is clear we need to cover some preliminary steps, such as establishing administrative support through creating a statement of purpose for our institution which would lead into the construction of an evaluation system. A natural outcome of that process would be some form of recognition or reward for the delivery of academic advising reflecting its importance to the institution and to the enrollment maintenance of the institution.

6. WHO CONTROLS ACADEMIC ADVISING

Finally, by and large, academic advising is housed in the academic side of the institution. It is interesting that one of the frequent titles written in by those completing the survey as the person responsible for academic advising at the institution was the title of registrar. I think that this title reflects most directly the perception that the function is one of course scheduling and class registration. Only 14 per cent of institutions nationally have a director of academic advising. However, when looking at four-year public colleges this increases to 26 per cent. I think that this title and the academic advising center delivery approach, although in the minority within all institutions nationally, is increasing.

When looking at how those individuals carrying the title of Director of Academic Advising spend their time, the number one commitment in terms of time is seeing students. I believe if those of us who are serving as directors of academic advising spend the majority of our time seeing students as opposed to fighting the internal administrative battles which lead to procedures and policy statements and evaluation systems and recognition and reward systems, we will continue in a crisis administrative style. We will be responsive as opposed to pre-emptive managers, and our impact will only be cosmetic in bringing true change to our respective institutions. And in the final analysis, we will fall short of realizing the potential of academic advising as a service which can help young and older adults realize their potential through maximizing the institutions' resources in supporting them in the attainment of their goals and aspirations.

I think at this time as a profession, the challenge you face is substantial and will require your full energies and foresight to move the educational community, always slow to change, in order that the status report of advising in the 80's will represent a system insuring student choice and accomplishment.

PRESENTATION TO THIRD NATIONAL CONFERENCE ON ACADEMIC ADVISING

William Cashin, Center for Faculty Evaluation and Development
Kansas State University

What I'm going to talk about is the advising survey form, which is the handout I assume most of you got in the back. We are concerned with trying to get information about the individual advisor that will be useful in terms of giving that person some clues, and that also could be used for evaluation or for making personnel decisions.

First, I'd like to give you some background on the development, and then talk a little about the results and conclusions that I think come from it that apply not only to our form but perhaps to any form that you might try and develop.

We started out four or five years ago with a list of advising behaviors that were collected by Howard Kramer and Bob Gardner in Cornell. You may have read their two books, Advising by Faculty and Managing Faculty Advisors. At that time Steve Brock was at the Center (he had known Howard and Bob at Cornell), and Steve and I were interested in trying to get some way to assess advising as well as assess teaching and research. We started with the advisor behavioral items that Kramer and Gardner had come up with, and we reached a cooperative arrangement where the Center would work with the administration on the development of the form, and Howard and Bob would primarily be responsible for the consultation. The items they had collected focused on the advisor's behavior in that most of the items ask: "What does the advisor do?". This is also true of most teaching rating forms in that they ask the student: "What does the teacher do?".

We want to apply the logic of our student rating of teachers system, IDEA, which doesn't focus on teaching, but tries to get at a measure of students' learning. In a sense, we don't care how someone teaches as long as students learn. Similarly, we reasoned that it doesn't make any difference what that advisor did, if it helped. We started with the three traditional areas of counseling and advising (academic concerns, vocational and career concerns and personal concerns) and we tried to develop items that would tap those different areas. For example, we asked the advisees how helpful was the advisor to them in picking courses appropriate to their abilities and interests in academic area. We asked if the advisor helped in exploring vocational abilities and interests, and we asked if the advisor was someone with whom they can discuss personal problems. Not only did we want to find out if the advisors were helpful or not in these areas, but if he or she was, what other things followed. Therefore, we asked questions like--"Was the student more confident in pursuing his/her academic program?"--because if the advisors were really helpful in the academic area, more student confidence should result.

We also asked the students about their expectations, similar to what Toni has done, how important was help in the academic area, the personal area, or whatever. As some of the work I had done at the University of Delaware suggested, as far as some of the students were concerned, the best thing the advisor could do would be to not bother them at all. Now that was a distinct minority, but that is the way some students feel, so we thought we should ask those questions.

We did have a long list of advisor behaviors, things like whether the advisor kept in touch with the advisee about his progress, looked at him during advising sessions--a whole range of things. We asked for some demographic characteristics like the sex of the student. In all we had 68 items which was a lot more items than we knew we would use eventually, but we thought we would start out with a large number.

In the fall of '77, we approached a number of colleges and universities, trying to get volunteers who would help us. Thirteen institutions agreed to help, but we obtained final data from only ten, giving us data on 78 advisors rated by 726 students. In no way are we trying to make a claim that this sample is representative of higher education. Basically, it is what 726 students from ten different schools said about 78 advisors. We think it is suggestive, and the schools did vary from large universities with over 20,000 students to small, liberal arts colleges with under 500 students. We did not have any two-year schools, however, nor did we have any minority schools. We originally had a traditionally black college, but for logistical reasons we weren't able to get their data.

Basically, these are things Steve Brock reported last year, but let me go over them very briefly: we did find that many of the outcomes and behaviors were correlated (.60 or better) with an overall outcome measure such as "Overall, I felt my advisor was a good advisor". And we used that to give us at least a crude measure of validity. We figured if students identified one group of faculty as being effective, those advisors probably would be more effective than another group that students identified as being not effective. Now take that with a grain or two of salt, but at least it was a crude measure. We found out then, that most of the items we had actually did relate back, although we found out that several didn't.

As another check on validity, we had asked the person in charge of advising on campus to identify the people that he/she thought were particularly effective or not. When you sort those advisors into two groups, the group mean on many items was almost a whole point apart, which in most cases would be statistically significant. The students rated more favorably the advisors picked as efficient by the managers. We didn't test the statistics, but that was another suggestion that the items were actually getting at something worthwhile.

We found that the outcome items (such as whether the advisor was helpful with academic concerns, or personal concerns) were not primarily a function of how important the student felt that outcome was. In other words, the students who most wanted to get academic help did not necessarily report the most progress in the academic area. We were concerned that the students' ratings were just going to be a function of the kind of help he/she was looking for. In general, the students'

expectations did not correlate highly (usually .40 or below) with the overall evaluation.

And we also found out that the items were reasonably reliable. With ten raters we got average reliabilities around .69, which is about the same as we get for our student rating form, and is about the same as other student rating forms on teaching. We were really surprised by that, because with student ratings of teaching, most of the students see most of the classes, and they are all rating the same thing, whereas advising is usually on a one-to-one basis and they see different behavior. Still, the items seem to be fairly reliable. Later on there will be a caveat, but at least the items were a little more reliable than we thought.

Finally, we found that when students rated an advisor helpful in a certain area, that advisor also did some other things. We didn't get as much discrimination as we wanted there, and I'll get back to that in a second.

In the second year we went through the form again, eliminated several items, eliminated all of the expectation items, and we came down to 52 items, which we still realized were more than we would eventually use, but we wanted to try them out again. Those are the 52 items that you have on the handout. We advertised nationally this year to see if there were schools who wanted to try it out. We had run out of money, however, so schools had to pay for the service that they got--we charged 30¢ per student.

We have the data from last spring, the spring of '79. We finally ended up with ten schools again, only one of which was in the original sample. We obtained data on 318 advisors rated by 1624 students. We looked first at advisors who were rated by five or more students, and found that only 95 of the 300+ had been rated by five or more students. So we went down to three or more students, and ended up with 173 advisors. The correlation, based on those 173 advisors, was fairly similar in pattern to the ones based on the 95, so the data on the last sheet of the handout are based on those 173 advisors. The correlations were somewhat lower but the patterns tend to be essentially the same.

Then we factor analyzed the data we had. (I need to mention that we are not using individual student ratings; we are using the average for each advisor, so if the advisor was rated by three students, we averaged the rating on each item for that advisor.) That has the advantage of eliminating at least some of the individual student differences, although our groups are so small that that is probably still contaminating the data quite a bit. Looking at this year's data, we find that the demographic variables don't seem to make much difference, including the sex of the advisor and the sex of the advisee. Those correlations were very low. We did find that the number of times the student saw the advisor did make a difference. We thought about controlling that, and then we thought, maybe the better advisors were seen more often, and you don't want to control that. That is the only demographic variable that correlated in any way.

Again we found that the majority of items correlate with the overall effectiveness item, and those correlations are all recorded in the table. Item 52 was "Overall, I feel my advisor was a good advisor," or words to that effect. The table reports the correlations of each item to that overall item. We found that the majority of behaviors--what the advisor did--correlated with the outcomes: students' ratings of how helpful the advisor was, or whether or not they felt more comfortable in making career choices, and things like that. In the table I had identified all the outcome items with an "O". "O 33" is outcome item 33, or "B 6" is behavior item 6. Again, we found that the items did not discriminate in the sense that most advisor behaviors seem to be related to students' ratings of helpfulness. What that suggests is that the students are making a judgment on whether the advisor is helpful or not, and that influences the answers to all of the other items. Now, I do think we have more than one apparent item, but you are not getting 52 separate pieces of information. (This is a problem with student rating of teaching forms, and I suspect it is going to be an even more serious problem with advisor rating forms.)

Looking at the factor analysis, we also saw we had two outcomes, not three. Basically, academic and career concerns are the same things. With the wisdom of hindsight, choice of major really is just a step on the way to choice of career. And then students have personal concerns as the second factor.

Looking at the data, the advisor behaviors seem to fall into three broad categories. One I call inquiry/discussion/involvement--things that are probably good counseling techniques. Other items relate to informing behaviors, primarily information on career choice or graduate school. Another I call limiting behavior--seemed in a hurry, didn't want to talk about personal problems. Very few advisors actually do those limiting things, and so they really don't correlate with overall effectiveness, but we are inclined to think we want to leave them in because if the advisor does do them, they are probably very bad, and we want to fight them.

That is basically the results that we have. Next year we hope to do it again. I would ask anyone here for help in a couple of areas: 1) Are there other advisor behaviors that you think really influence advising, that are not covered in our area, and since a lot of interest in advising seems really to be interest in retaining students; 2) if you know of any demographic variables that either would influence students' ratings or would flag students who need special help, if you could suggest those to us we would be most appreciative. At the bottom there is the Center's address, and if you don't live in Kansas, we have a toll-free number. We would be very happy if you could call in or write in those things.

What can we tentatively conclude? Our survey form, and I suspect most similar survey forms, are getting at one item: How effective is the advisor? So if you want a quick and dirty form, especially if you want a form for evaluation, just ask, "How effective is this advisor?" and you probably will get just about as much information as if you had asked 10, 20, or 52 items.

Answers to the effectiveness item will have the same problems as a final course grade, however. You will know how well you did, but you won't know why. So if you want to get

some information for helping people, which I strongly recommend, I suggest just a couple of open-ended questions. First, ask the advisees to describe two things the advisor did that were particularly helpful. Ask them to be specific, and to try to give concrete examples (although you may have problems with confidentiality). Second, ask them to describe a couple of things the advisor did not do--things that they didn't do that would be helpful, or things that they did that were not helpful. These two questions are probably as good a place to start as any.

I would like to echo a couple of things that I think have already been said. It seems to me the best indicator of what we in higher education value is what we reward. My impression from traveling around the country is that advising is not rewarded very much. I think partly that is because we only reward what we can measure. So if we really think that advising is important, we will have to continue to work on better assessment, to demonstrate to people that we are doing whatever it is we are doing.

EVALUATION AS A CATALYST FOR INSTITUTIONAL CHANGE AND FACULTY DEVELOPMENT

Paper written by **David Holmes**, Director,
Faculty Instructional Development Center
Edited and presented by **Toni B. Trombley**,
Director, Academic Advising Support Center
University of Vermont

The University of Vermont (UVM) is a moderate size, public institution with approximately 750 faculty and 10,000 students. Each of the nine colleges and schools has its own academic advising system. Students are assigned a faculty advisor within their home units. In some units, students may also be assigned a peer advisor. During the past three years, this University has set out to improve the quality of its academic advising system. A university-wide unit, the Academic Advising Support Center, was developed and mandated to seek ways to improve the overall quality of advising. Working closely with the Faculty Instructional Development Center, we were confronted with a telling question: How do you change the behavior of a group of professionals, mostly tenured, many of whom appear set in their ways?

Pondering this question led us to make two key assumptions about our program:

First, we made the assumption that improving advising must be seen from a faculty development perspective. Advising is a subtle skill, influenced by deep-set attitudes, that cannot be altered drastically through a single workshop. Rather, the changing of advising performance must be promoted over time, in the context of an evolving mix of skills, attitudes, and goals.

Our second assumption was that real change cannot be mandated from above. Change in the activities of faculty must emerge from the grass roots and from the choice of individual faculty. The implication of this assumption is that advising programs and methods of evaluation should emerge from the ideas and efforts of faculty

With these two ideas as a backdrop--that advising should be seen developmentally and that change must emerge from the grass roots--we initiated several activities that have led, ultimately, to a new process for the evaluation of advising. In the next few minutes, I want to give you an overview of our change process and summarize the findings of a survey we did.

CHANGE PROCESS

First, the change process. Our change strategy over the past three years has proceeded from a single basic principle: Identify a core of interested faculty, willing to commit their time, and slowly reach out to greater and greater numbers of faculty. The recruitment of a small group of advocates within the faculty, right at the beginning, achieves two important goals:

First, the attempt to improve advising on campus often emanates from administrators. Until faculty are at the forefront, the effort to reform advising is unlikely to have real credibility among the people who need to change, namely, the faculty. So, credibility is a key point.

Second, the core group of faculty I referred to earlier, bring a wealth of experience and insight about advising, about faculty, and about how to effect change on campus. Any effort that neglects this input is probably doomed to failure.

The identification by us of a core group of faculty occurred at the First National Conference on Academic Advising held in Burlington, Vermont. We were able to offer free conference registration to 30 faculty. Money to cover their registration was provided by UVM's Instructional Development Center. Every faculty member across the campus received a notice of this opportunity. The one condition attached to the scholarships was that the recipients would participate in a seminar with all 30 faculty shortly after the conclusion of the National Conference.

In the follow-up meeting, several concerns about advising were identified and the group agreed to meet again to determine a course of action. At this second meeting, the Academic Vice President was invited to share his views about advising. The second meeting of the core faculty group achieved several things:

First, the top administration of the University supported our view that advising is a critically important institutional function. The Vice President pledged his assistance.

Second, and most importantly, the group identified the evaluation of advising as the issue requiring the immediate attention of the group. Evaluation was seen as central to the change and development of faculty performance.

Third, the group mandated a subcommittee of four people, two faculty and two academic support people (David Holmes and Toni Trombley), to begin development of a process and instrument for evaluating the performance of faculty as advisors.

In the ensuing months, the subcommittee set out to develop a sound instrument for the evaluation, by students, of faculty advising performance. After eliciting preliminary responses from the core faculty group, a list of 26 key advisor functions was developed which structured two sample evaluation instruments. At this point, 200 university faculty were invited to pilot the two surveys. Half of this group--100--agreed to distribute the surveys to students enrolled in their classes. Each student who completed the survey was asked to answer two questions about each advising function listed: The student was asked to rate the importance of the function and was asked to rate how well his or her advisor executes the function.

Responses from about 1000 students have been analyzed. Before sharing what the students said, let me briefly identify the next few steps of the change process:

First, the results of our pilot survey and the format of our new evaluation form will shortly be presented to the University deans and to the Faculty Senate. We will attempt to educate these groups to advising needs and developments and attempt to elicit their active support.

Second, we will make our new form available in the fall of 1980 to University faculty through our campus academic advising support center. The forms, along with the analysis and reporting of results, will be available free to all faculty. The realization of this campus-wide advising evaluation service will consummate the first stage of the change process.

All indications at this time suggest that faculty are interested in improving their advising and using, on a confidential basis, our evaluation process. We have set the groundwork for introducing systematic evaluation of advising into our campus community.

SURVEY RESULTS

Although the main focus of these remarks is on the process of instigating evaluation, you may find some of our survey results of interest. For example, according to the testimony of students across the campus, the following advising functions are deemed to be the two most important:

1. My advisor explains university and college requirements.
2. My advisor helps me identify my educational goals and interests.

About 90 per cent of our students believe that it is important for an advisor to explain academic requirements and 70 per cent believe it is important for an advisor to help identify educational goals and interests. Interestingly, whereas about 60 per cent of the students find that faculty are good at explaining requirements, only about 30 per cent of students feel that their advisor does a good job at helping to identify educational goals and interests.

Another area of considerable discrepancy between what is perceived to be important, by individual students and the quality of faculty performance, concerns the ability of faculty to work jointly with students to answer questions. About 85 per cent of the students said that it is important for their advisors to help answer their questions. However, only 35 per cent of the students said that their advisors performed adequately in that role. Our inquiries indicate that students interpreted this question to mean the ability or inclination to help students answer questions when the answer is not immediately known to the faculty member or the student. Apparently, on our campus, faculty are not very good at working jointly with students in a decisionmaking process or they are incapacitated when they don't have an answer at their fingertips. In either case, recognition of performance and improvement of performance is critical to student needs and demands.

I could identify several other insights that have emerged from the survey. But the point is that we have found out what advisors should be doing, as perceived by students, and we have found in what areas faculty do well and poorly. This data is crucial to our advising program in two key ways:

First, this information directly assists in the design of our University-wide evaluation instrument. Only those advising functions deemed the most important are included in the questionnaire.

The second benefit is that we now have guidance as to what areas of faculty performance we need to provide assistance. A repertoire of workshops, information channels, and individualized materials are being developed or now functioning in response to our findings.

In this light, it may be said that our faculty development program--in the academic

advising area--is proceeding at two levels. First, through the evaluation questionnaire, each faculty member will have access to confidential data about his or her advising performance. The assumption we are making--and it is supported by research on teaching evaluation instruments--is that this knowledge leads the individual faculty member to contemplate and frequently undertake changes.

The second level of our faculty development program is institutional. We are developing an advising evaluation service for faculty. Furthermore, we are instituting a series of learning opportunities for faculty desiring to improve their performance as advisors based on the data from the pilot survey.

SUMMARY

So, with activities at both the individual and institutional levels as a backdrop, we are moving to further develop our faculty. Pertinent to the focus of this panel this morning, evaluation has played a central role. Evaluation has provided us direction, credibility, and useful information. Evaluation has been an effective vehicle for involving large numbers of faculty in the change process while making them more cognizant of primary advising functions as perceived by the students in their college or school.

Used flexibly and wisely, evaluation can promote institutional change and be a source of important information to individual advisors.

THE OTHER SIDE OF THE COIN: THE STUDENT'S RESPONSIBILITY IN ACADEMIC ADVISING

Carol R. Patton, Director of University Advisement for Freshmen and Premajors, Texas Christian University

A goal of advising should be developing self-reliance in students so that advising time can be devoted less to routine matters and make better use of the adviser's expertise. A student workbook developed for this program and an orientation program are the basis of the model discussed. For more information on the program, contact the presenter.

A MODEL FOR INDIVIDUALIZED DEGREE PROGRAMMING PANNING

Jane Shipton
Mentor in Human Services
Elizabeth H. Steltenpohl
Educational Studies
Empire State College, SUNY

To be ecologically sound, vocational and educational advising in any collegiate setting needs to be seen as a dimension of life planning and as a central effort of the faculty and students to which specific studies and extra-curricular acvitities of the college are related. Educational/vocational advising broadly conceived can contribute to the total development of students in its commitment to putting the student at the center of the educational process and in setting educational planning as part of a broader life planning activity.

In seeing the need for a life planning process as an approach to educational and vocational advising, we view the elements of such a process to be based on a decision-making model and incorporating self-directed information-gathering on self, occupational and educational alternatives. There are many resources useful in the conduct of life planning activities. Our experience has been in working with adult students in a new, non-traditional college featuring individualized instruction. In this setting academic credit is being awarded for successful degree program planning based on the premise that significant college-level learning is occurring through this experience. Our conditions for mainstreaming educational advising and life/career planning into the academic program have been maximal, but the elements involved are highly flexible and offer a diversity of possible applications for students, faculty, and student development specialists in other institutions with different structures and goals.

Only educational programs capable of responding to a range of individual student needs and interests will be able to succeed in the future. The economy of education as well as developmental theory dictates that students become more self-directive. Working with students to understand and apply the life/career planning process in the college setting represents a genuine career development goal for educational counselors and faculty advisors.

Individualized degree program planning at Empire State College is viewed as a developmental learning activity for which college credit is awarded. The thinking underlying this approach to academic advising, the college-level learning to be achieved through the planning experience, activities and resources that have proven useful in working with nontraditional students and the general implications for academic and career planning were discussed.

MODEL FOR COMPUTER ASSISTED ADVISING

Mary Trevino
Director of Admissions and Advisement
Maria G. Mosqueda
Advisement Supervisor
Laredo State University, Texas

INTRODUCTION

In an effort to streamline and standardize academic advising, Laredo State University began using computerized degree plans in 1972. This system of checks and balances provides degree plan requirements to be utilized by faculty advisors and students to schedule their courses and plan the remainder of their university program.

The data base for the computerized degree plan is a grade history of the students entire academic career. Since Laredo State is an upper level institution, students enter the university with at least sixty hours of academic credit. Transcripts are evaluated in accordance with the declared degree program so that any deficiencies may be pinpointed and the student advised accordingly. Once an official evaluation is completed, the information is entered into the data base and a degree plan can be generated.

The degree plan printout itself lists courses required, courses attempted, courses in progress, courses lacking, and courses with all pre-requisites satisfied. The courses are also broken down by general requirements, major, minor, and electives with the grade point average given for each category. Use of this format permits academic advisors to work with students from a position of confidence. Necessary course substitutions may be requested and the printout adjusted to reflect these changes. From our own experience, we have found that computer assisted advising "works".

The information contained herein will provide some detail concerning computer assisted advising as it is used at Laredo State University.

UNIVERSITY SYSTEM OF SOUTH TEXAS
DEGREE PLAN TRANSLATOR

```
DEGREE: BS  AREA: EED  MAJOR: ELM
MINOR: BIL  CATALOGUE: 1979;


HEADER: 'ACADEMIC FOUNDATIONS':
    ENG 101 & 102
    ENG 2A6;
    SPN 221 & 222  SPN 225 & 226;
    SPN 228 & 229;
    HST 201 & 202;
    PS  214;
    PS  215;
    BIO  CHM  PHY  GOL  1S6;

HEADER:  'PROFESSIONAL PROGRAM-BILINGUAL';
    ENG 347 & 447;
    ENG 3A6 : (ENG 309  323  421  426  438);
    SPN 311 & 417;
    SOC 306  307;
    HST 446;
    ED  325;
    SPM 410;

HEADER:  'COMPOSITE';
    HPE 321  322;
    SPE 101  105;
    ART 315  352  IA 409;
    MUS 315  316  323

HEADER: 'PROFESSIONAL EDUCATION';
    ED 312 & 342 & 344;
    ED 316 & 314;
    ED 411;
    ED 351 & 413;
    ED 483;

HEADER: 'ELECTIVES';
    ELC 1A14;
    128 HOURS ARE REQUIRED FOR THIS DEGREE
```

LAREDO STATE UNIVERSITY
DEGREE PLAN WORKSHEET

```
DEGREE: BS  AREA: EED  MAJOR: ELM  MINOR: BIL
CATALOGUE: 1979-1981


HEADER: 'ACADEMIC FOUNDATIONS';
    ENG 101 & 102; _____ _____
    ENG 246; _____ _____; _____ _____
    SPN 221 & 222  SPN 225 & 226; _____

    SPN 228 & 229; _____ _____
    HST 201 & 202; _____ _____
    PS  214;
    PS  215; _____
    BIO  CHM  PHY  GOL 1S6; _____ _____;
    _____ _____

HEADER: 'PROFESSIONAL PROGRAM-BILINGUAL';
    ENG 347 & 447; _____ _____
    ENG 3A6 : (ENG 309  323  421  426  438);

    SPN 311 & 417; _____ _____
    SOC 306   307;
    HST 446; _____
    ED  325; _____
    SPN 410; _____

HEADER:  'COMPOSITE';
    HPE 321  322; _____
    SPE 101  105; _____
    ART 315  352  IA 409; _____
    MUS 315  316  323; _____ _____

HEADER: 'PROFESSIONAL EDUCATION';
    ED 312 & 342 & 344; _____ _____ _____
    ED 316 & 314; _____ _____
    ED 411; _____
    ED 351 & 413; _____ _____
    ED 483; _____

HEADER: 'ELECTIVES';
    ELC 1A14;
_____
_____
_____
_____
_____
_____

HEADER: 'FAILURES AND INCOMPLETES':
_____
_____
_____
_____

COMMENTS: IN ADDITION TO THIS PLAN, THE STUDENT
IS RESPONSIBLE FOR FULFILLING ALL CATALOGUE
REQUIREMENTS PERTAINING TO ADMISSION,
CURRICULUM, RESIDENCE AND GRADUATION.  ONLY 36
HOURS OF EDUCATION ARE APPLICABLE TO THE
DEGREE.  AN OVERALL 2.25 GRADE POINT AVERAGE IS
REQUIRED TO TAKE EDUCATION COURSES.
_____
_____

128 HOURS REQUIRED FOR THIS DEGREE
                          GPA _____
              HOURS COMPLETED _____
HOURS TO BE COMPLETED _____
                TOTAL HOURS _____
                PREPARED BY _____
                       DATE _____
```

MAKING ADVISING MORE THAN COURSE SELECTION: CURRENT AND FUTURE STRATEGIES

E. Michael Walsh, Associate Professor,
School of Technical Careers
Southern Illinois University

Academic advising has become more than course selection. Within the past few years, the definition of academic advising has expanded so that, while still encompassing course selection, it includes a much wider range of possible activities. David Crockett, of the American College Testing Service, has said that academic advising "assists students to realize the maximum educational benefits available to them by helping them to better understand themselves and to learn to use the resources of the educational institution to meet their special educational needs and aspirations" (1978). Numerous articles have not only suggested that advising has a developmental compound, but have put the central emphasis of advising on its developmental goals, rather than on its traditional informational and routine responsibilities (O'Banion, 1972; Dameron and Wolf, 1974; Mash, 1978; Walsh, 1979).

In all of this discussion, however, what has not yet occurred is an overview of the ways the developmental goals of advising can be implemented. Those interested in making academic and career planning central to advising at their colleges have little idea of the structural changes in the advising process which can bring about developmental goals. The question, in short, is: What are the delivery strategies through which the developmental goals of advising can be achieved?

A review of current efforts (primarily through a detailed examination of Crockett, 1978, and Crockett, 1979) to structure advising in a way to better assure academic and career planning shows four delivery structures. The first one, termed the referral model, is based on the assumption that developmental processes are best enhanced by experts such as career counselors. Close ties between advisors and career counselors are therefore established, often with both housed together in a student development center. The advising process consists of extensive referrals from advisors to career counselors. The referral model was best exemplified at Doane College two years ago, but both Western Carolina University and University of Nevada-Las Vegas appear to use variations of this model.

The second technique, the comprehensive academic advising model, has advisors responsible for developmental, informational, and routine functions. Advisors must be capable of both helping students explore life goals as well as selecting courses. The best designed example of the comprehensive advising model is probably at the University of North Florida. In all its facets, the program is directed at achieving the full range of advising goals.

The third technique, termed the academic or course model, uses a course as the primary means of helping students engage in academic career and planning. Ohio State University's course for freshmen is the most well-known example, but Coe College, Creighton University, and Oakton Community college at Illinois are other examples.

The fourth technique emphasizes planning materials as the focus for efforts in academic and career planning. Southern Illinois University's School of Technical Careers, Coe College, and the University Without Walls at the University of Minnesota all use well developed planning materials. All incorporate a section which helps elicit a student's goals as a basis for course selection. In addition, they all involve interaction with a counselor at some point.

In each of these approaches, academic and career planning has been integrated into the advising process. All vary, however, in the particular structures which have been created to facilitate this integration. In addition, while descriptive of current efforts, they very likely do not include all possibilities.

Institutions seeking to develop their own structures may find the following variation of the outreach model proposed by David Drum and Howard Figler (1973) helpful. Through this model, the advising process can be broken down into six dimensions, phased as questions:

1. Who is the client?
2. Where is the advising taking place?
3. What programming or what activities constitute the substance of the advising?
4. When does the advising take place?
5. How long does the advising last?
6. Who is doing the advising?

In order to develop strategies for making advising more than course selection, the programming or activities which constitute the substance of advising are obviously central. But because a program is composed of all of these dimensions, innovative techniques in any of the other dimensions may also play a major role in how an institution develops its own structure for achieving developmental goals. This model, therefore, while useful for describing the elements which compose any individual program, is most valuable as a brainstorming tool to explore the components which could be used in a program.

A few examples will illustrate its use. Advising conventionally takes place in an advisor's office. Both the academic and referral models, however, have developed new settings which are equally conducive to achieving developmental goals. Further, advisors need not be only persons responsible for advising. In certain situations clerks may be appropriate, or students in a master's level guidance program, or even computers. The model, therefore, can help elicit creative problem-solving so that new variations of the four delivery structures or possibly even completely new delivery structures can be developed.

REFERENCES

Crockett, D. S. (Ed.) Academic Advising: a resource document. Iowa City, Iowa: American College Testing Program, 1978.

Crockett, D. S. (Ed.) Academic advising: a resource document, 1979 Supplement. Iowa City, Iowa: American College Testing Program, 1979.

Dameron, J. D., and Wolf, J. C. Academic advisement in higher education: a new model. Journal of College Student Personnel, 1974, 470-473.

Drum, D., and Figler, H. Outreach in Counseling, New York: Intext Educational Publishers, 1973.

Mash, D. J. Academic advising: too often taken for granted. College Board Review, 1978, No. 107, 3336.

O'Banion, T. An academic advising model. Junior College Journal, 1972, 42 (6), 62-69.

Walsh, E. M. Revitalizing academic advisement. Personnel and Guidance Journal, 1979, 57 (9), 446-449.

A FRESHMAN CLASS: WHAT HAS BEEN LEARNED IN TWO YEARS

James F. Caldwell, Assistant Director, Arts & Sciences, Student Academic Services
Oklahoma State University

My department head, Dr. Dan Wesley, and I decided we needed to know more about our students and how academic advising did/does or could/can make a difference. What is presented here is one study we have undertaken which is still "in process."

We feel that academic advising is more than "just meeting graduation requirements." It is an educational experience and a developmental process.

In this study we are following the freshman class that entered the College of Arts and Sciences at Oklahoma State University in the 1977 Fall Semester. Information gathered on this class of students includes: (1) a self-evaluation survey administered at the time of their first enrollment; (2) data from the ACT Student Profile Report; (3) a questionnaire administered in the freshman orientation course about the fifth week of the semester; (4) semester grade reports for each semester a student is in school.

Some literature reviewed for this presentation included materials by ACT, Astin, Crookston, Mayhew, and O'Banion. We also included some materials and observations which we had pulled together.

The students were divided into three groups: (1) primary persisters--those enrolling in A&S in the 1977 fall semester and who are still in A&S; (2) secondary persisters--those enrolling in A&S in 1977, but who are in other undergraduate colleges on campus; (3) non-persisters--those enrolling in A&S in 1977, but who are no longer enrolled at OSU. A chi-square was run to compare these groups on a number of factors, such as each of the items on the self-evaluation surveys, the questionnaire, the ACT data and their academic records.

Some general observations can be made when comparing the three groups on the self-evaluation they completed at the time of their first enrollment. Concerning responses to items relating to Life Goals among non-persisters there is a trend toward responses indicating "little" or "no importance." The primary persisters made responses on these items trending toward "importance." The secondary persisters tended to cluster around the mid-scores.

When rating their abilities, some general observations can be made about these groups. Non-persisters tended to rate their abilities toward the middle or low end of the scale. The primary persisters tended to rate themselves higher than the other two groups.

As might be anticipated, the aspirations of the non-persisters were not as high as the other two groups. The aspirations of the primary persisters were consistently higher than the other groups.

At about the fifth week of the semester those who later became nonpersisters were least likely to indicate that their parents knew how they were doing in school. Both of the other groups were more likely to indicate that their parents knew how they were doing in school.

Also, at the fifth week in the semester all groups reported that a majority of the parents were at least somewhat satisfied with their students' progress in school.

Considering "satisfaction with the University," all groups reported general satisfaction. However, the non-persisters were more likely than the persisting groups to report that they were not doing as well in school as they expected. They were also more likely to say that they needed closer friends at the University. And, they planned to go home more often than the persisting groups did.

When asked about professional encounters they were having outside the classroom, most students indicated "few" or "none." However, those talking with instructors were most likely to be persisting students; those talking with advisers were most likely to be non-persisting students. This may be indicative that the non-persisters were already struggling and needed to drop and add into less demanding courses.

It is interesting to note that it was the non-persisters who were more likely to have clarified goals and objectives since coming to college rather than the persisting groups. It would appear that students who persist in college enter with their goals a little better defined. The data relating to this topic shows only trends since no statistical significance was found.

Academically, primary persisters were significantly more successful than the non-persisters with the secondary persisters being the next most successful group. It is important to remember that some people classified as "non-persisters" were quite successful, academically. They may have been in programs that required them to transfer to another institution. As we are able to follow these students longer and in more detail, it may be that more precise conclusions can be drawn.

Some conclusions at this point are that (1) advising can be more than it is usually seen to be; (2) advisers can be of more help, such as, in (a) value clarification, (b) goal setting, (c) self-concept development, and (d) decision making skill development; (4) advisers can be a liaison between students and institutions; (5) more research is needed; (6) advisers have a unique continuity with students; (7) advising is an educational function; (8) this study is still in process.

AN ALTERNATIVE APPROACH TO ACADEMIC ADVISING: ADVISING CENTER

Cheryl J. Polson, M.S., Director, Family and Child Development Advising Center
Anthony P. Jurich, Ph.D., Associate Professor, Department of Family and Child Development, Kansas State University

In an era of declining student enrollment and budgeting cutbacks, university administrators have discovered the central role of academic advising in attracting new students and keeping present students from dropping out. However, most colleges and universities assign a low priority to advising, often creating a situation in which poor quality of academic advising is a major problem. In order to remedy this situation, more and more educators, administrators and researchers are emphasizing a more developmental approach to academic advising. The Family and Child Development advising center at Kansas State University was created to Centralize all advising functions into one operation, utilizing a developmertal approach. To test the effectiveness, based upon the dimensions of developmental advising, students were asked to rate effectiveness of the Advising Center. Students rated the advising center staff very highly on positive advisor traits, especially those which indicated respect for the individual student and his individual advising process. Center staff often exhibited such emotions as friendliness, sincerity, respect, warmth, and concern. However, traits such as self-disclosure varied greatly from student to student, depending upon the individual situation. Each student was asked to choose, from a list of ten concern or problem areas, the three major concerns throughout their college career. The predominate concern, in 72 percent of the cases, was the students' choice of career. In addition, only "graduate requirements" and "choice of major" were listed by more than 40 percent of the sample. This strongly reinforces the developmental advising concepts previously cited in the literature. Of the ten problem areas, students felt comfortable in discussing all areas except "personal problems" and "personal values". Therefore, if the advisor truly wants to engage in developmental advising, it takes alot of time and effort to overcome old stereotypes of advisors and much personal resistance from the student. The students rated the advising center very highly on overall quality, especially with respect to the academic programs. Overall, the advising center advisors received positive responses in all phases of advising. When compared to previous findings, the departmental centralized advising center model seems to fair well as a vehicle for developmental advising. In order to student the question of which advising traits and student problem areas most influenced the students' ratings of effectiveness, a regression analysis was run on each of the seven outcome variables. The Variables that most effected students' overall rating of the Advising Center were drawn from the interpersonal, career, and academic "nuts and bolts" aspects of advising. However, among those variables extracted the more "developmental" aspects were most powerful. Among the two

two program outcomes the number of times the student met with his advisor and students' comfort in approachhng the advisor concerning career choices greatly effects his feelings about the advising process. There are also academic and relationship aspects effecting the results of both program outcomes, although the academic variables seem to weigh more. In determining the student's decision-making ability, about personal concerns, which was the least traditional of all the outcome variables, all the variables may be viewed as "developmental" in nature. The three outcomes concerned with career choice and development were all heavily dependent upon a strong group of career variables extracted in each analysis. Therefore, the most significant factors contributing to a successful evaluation of the advising process include both traditional and developmental components of advising. The present study has found the departmental centralized advising system to be a viable means of achieving those ends.

PLANNING FOR COLLEGE SUCCESS--STUDENTS MAKING THEIR OWN DECISIONS

Carol Weitzel, PCS Coordinator
Sharon Van Tuyl, Educational Advisor
Des Moines Area Community College

Community college education is opportunity oriented. Admission to the institution is essentially "open door." We must be prepared to help students enter that door at a point at which they can find success and satisfy their own needs. We also must be prepared to meet the human needs of all who do walk in that "open door."

Community college education is goal oriented. Students come to the community college seeking "something." For many, that "something" is quite specific--training for a specific career, or preparation to complete a baccalaureate degree. For others, it may be to determine "what do I want to become" or "what should I do with my life." Many community college students are involved in this goal exploration and definition process, and the Student Life program must be prepared to take students where they are in the process and help them progress from that point.

As part of the Admissions process at Des Moines Area Community College, the Career Ed students are required to submit an application, have a copy of their high school or college transcript on file and attend a Planning for College Success workshop. The Arts and Science students are required to submit an application, have a copy of their high school or college transcript on file and are encouraged to attend a Planning for College Success workshop, but it is not mandatory. We are an "open door" college, therefore, ACT, CQT, etc. scores are not required.

The PCS workshop is an integral component of the PCS program, an admissions/enrollment program that utilizes self-assessment in helping applicants make a successful entry into DMACC. This program grew out of a Student Life objective established to develop a system for using "self-assessment with students in relation to program selection, course selection, career planning and definition of developmental needs." The objective was one of several objectives designed to move the Student Life function towards implementation of a human development philosophy of which self-assessment is a basic tool.

The goals of the Planning for College Success Workshop are to help applicants assess their readiness for college studies and to develop a plan for achieving their college goals. It is an experience in which the participants are taught the knowledge and skills they need to evaluate themselves, in particular their academic ability and goal commitments--the two most important factors in predicting college success. In a very real sense it is teaching people how to make their own admissions decision.

The purposes of this workshop are to 1) teach students how to assess their readiness to begin college studies and 2) assist students in developing a plan for successfully attaining their educational goals at Des Moines Area Community College. During the workshop, students will:

1. Assess their academic strengths and weaknesses in relation to their course of study.
2. Identify what is motivating them to attend college.
3. Describe the career/life opportunities their courses of study/program choice will lead to.
4. Know what other learning needs they must plan for in order to reach their educational goals.
5. Utilize the special college services that are available to assist them with their academic, career, and personal needs.
6. Identify the necessary next steps for achieving academic success and set goals for meeting these needs prior to or during enrollment.
7. Use the skills and knowledge they have learned for periodically re-examining their plans and revising them as needed.

At the end of the day, we hope the students will be able to:

1. Identify their strengths and weaknesses.
2. Have a better idea of what they hope to get out of a college education.
3. Identify some of the jobs they will qualify for after they complete their program of studies.
4. Identify barriers and roadblocks that could keep them from finishing their college program.
5. Alert students to the special resources they may use to improve their academic career, and personal development.

This is a 6 1/2 hour systemitized personal self-assessment workshop where the applicants spend 4 hours measuring their academic success, 2 1/2 hours motivation assessment and 2 hours academic planning.

The PCS workshops are conducted by counselors, educational/academic advisors and the Director of the Career Life Planning department. (11 counselors, 2 educational/academic advisors, 1 director)

A SPECIAL ADMISSION AND ADVISING PROGRAM FOR THE MARGINAL STUDENT-- THE ACADEMIC OPPORTUNITY PROGRAM

Cindy Alsup, Academic Counselor
Sheila Hall, Asst. Director, Student Relations
Memphis State University

INTRODUCTION

If you are considering a program for marginal students, keep in mind that there are different types of programs.

3 Basic Types
(In speaker's opinion)

1. Developmental

ASSUMPTION: Student needs remedial work before he is ready to attempt college credit courses.

2. Special Admission

ASSUMPTION: Student is capable of doing college work. He just doesn't test well.

3. Special Admission with Developmental Concepts

ASSUMPTION: Student doesn't test well on ACT but is capable of doing college work. However, student may need special or additional counseling and caution in course selection. Memphis State University's Academic Opportunity Program is the third type of program.

BASIS OF THE ACADEMIC OPPORTUNITY PROGRAM

The Academic Opportunity Program at Memphis State University is based on the premise that some students do not perform well on standardized tests, but do well in high school and have potential for college success. A test is only one measure. A student could have been ill during testing or just have a fear of standardized tests. Also, it has been said by some people that standardized tests are biased toward certain cultural and/or socio-economic levels. The AOP was established to give students who did not meet the entrance test requirements for regular admission an opportunity to prove that they are capable of doing college work.

ADMISSION REQUIREMENTS

Students are admitted once a year only at the beginning of Fall Semester. The student must be a resident of Tennessee. A quota is in effect each year. Last year's quota was 300, 150 who were residents of Shelby County in which MSU is located, and 150 who were residents of Tennessee counties outside Shelby. Students should have graduated from high school within the last year and should not have been enrolled in college previously. Students are accepted on a first come, first serve basis, assuming they meet the specified requirements. The established criteria for AOP admission are as follows:

1. 10-14 composite score on the ACT with a minimum high school cumulative grade point average of 2.00.
2. A letter of recommendation from the student's guidance counselor or principal.
3. An interview with the coordinator of the AOP at Memphis State.

PROCEDURE

1. Once the student's file in the Admissions Office contains ACT scores, seven semester high school transcript, completed admission application, and $5.00 application fee, the materials are referred to the AOP coordinator.

2. The AOP coordinator writes the student a letter introducing AOP and inviting the student to contact the coordinator for an interview.

3. The interview serves as an opportunity to explain the AOP, terms of the program, etc. to the student.

4. The letter of recommendation from the high school counselor is a very necessary element. Counselors are asked to feel completely confident in three areas before recommending a student. These are:

   a. The student's academic performance in high school be indicative of his/her potential for college success.
   b. The student should have a positive attitude about school and a desire to learn.
   c. The student's class attendance record should be good.

5. Acceptance for admission is granted by the AOP coordinator after a positive letter of recommendation is received, interview completed, all requirements met, etc.

CONDITIONS OF ENROLLMENT IN AOP

In the guidelines for the program, it is stated that the AOP students will be advised in the Academic Counseling Unit--regardless of the academic major and for as long as they are in the Academic Opportunity Program. This Unit is made up of eight full-time professional counselors who provide counseling for all undecided undergraduates. The primary goal for the academic counselor in this program is to assist these students to successfully complete their first two semesters with a 2.00 GPA with 24 hours attempted.

When the student meets with the counselor for the first time, the counselor reiterates the rules and regulations of the program so that the student's responsibilities are perfectly clear. It is the counselor's responsibility to channel these students into appropriate courses. The courses used for these students are selected each year by a collaborative committee including the coordinator of the AOP program, academic counselors, the Assistant Vice President of Academic Affairs, and some of the faculty members involved in teaching basic courses such as English, sociology, reading, and math.

The students are required to take at least 12 credit hours, but no more than 14 credit hours. Included in those credit hours must be a special English course, a physical education course, and also a reading skills course for university students. The students may then choose two or three more courses from the specially selected course list that meet their own particular goals. These students are mainstreamed into regular classes and a point is made not to identify these AOP students from other students.

Careful selection of courses must be made since they may not drop any courses or withdraw from school and return. The AOP students are required to go through New Student Orientation to pull their class cards early each semester to assure that they will get these particular classes. Once the students have made their selections, no changes may be made without the counselor's approval.

While in the program, the AOP student will be required to see his counselor at least twice a semester. These meetings enable the counselor to monitor the student's progress and to make any appropriate referrals they may need.

Upon reaching 24 semester hours attempted (Fall and Spring semesters), students are required to have an overall grade point average of 2.00 to move out of AOP, or to have passed the School and College Ability Test (SCAT). If a student does not have a 2.00 GPA but does have a 1.34 or better, he is allowed an additional 12-hour probationary semester to attain a cumulative GPA of 2.00.

If a student has neither a 2.00 or a 1.34 at the end of two 12-hour semesters, the student is suspended from school. Once a student is suspended from the AOP, he cannot return to the program. The student must remain out of school one full regular semester, summer not counting, and then must apply for readmission as a regular student, at which time he will be required to meet requirements for regular admission by passing either the ACT or the SCAT exam.

RESULTS OF THE AOP

The students have proven to e most successful. The following tables give some indication of how well AOP students have done.

ACADEMIC OPPORTUNITY PROGRAM
MEMPHIS STATE UNIVERSITY
1978-1979

Academic Performance by Cumulative Grade Point at the End of Two Semesters, Fall 1978 and Spring 1979, for All Students Enrolled

Percent	Number	Cumulative Grade Point
3%	6	3.00 or better
43%	89	2.00 to 2.99
29%	59	1.34 to 1.99
15%	32	Less than 1.34
10%	20	Withdrew
100%	206	Total

ACADEMIC OPPORTUNITY PROGRAM
MEMPHIS STATE UNIVERSITY
1978-1979

Comparison of Academic Opportunity Students With 2000 Freshmen with 25 Hours or Less

	AOP	Comparison Group
Average ACT Composite	11	17
English GPA	1.94	1.80
Reading GPA	1.62	1.80
Sociology GPA	0.96	1.72
Career Dev. GPA	2.80	1.79
Management GPA	1.00	1.72
Public Speaking GPA	1.90	2.28
P.E. GPA	2.61	2.53

LOCUS OF CONTROL AND ACADEMIC ACHIEVEMENT

Dr. Wanda D. Bigham, Director
Trio Program/Counseling Center
Morehead State University, Kentucky

During the 1978-79 academic year, I received a grant from the Kentucky Council on Higher Education to develop a series of teacher/student materials to be used in developmental classes for the purpose of improving the students' feelings of competency and control over their progress in class. By the date of the MAEOPP Conference the materials which have been developed (and accepted by the Council on Higher Education) will have been used in a team-teaching situation involving a professor of English and a member of the Trio Program staff (the writer) in a five-day Composition I course for students who have been diagnosed as lacking the academic skills to enter the regular Composition I course.

The remediation of deficiencies is a complex problem involving not only the need for improvement of academic skills but perhaps also of the level of motivation, of self-concept, and of the student's feelings of control over his/her educational progress. The complexity of the program suggests that the combined efforts of the academic department and the Special Services Program might produce higher rates of student success. In this regard, Roueche and Snow (1971) indicated that the presence of the counselor in the developmental courses produced significantly higher degrees of successful performance by students in those courses. This has occurred as the counselor, who facilitates "a caring communication process between the students and the instructors" (Roueche, 19B, p. 46-47), has been involved in the development of personhood, of a success identity, and of personal goals.

The materials which I have developed and/or gathered provide a systematic procedure through which the counselor (or the classroom teacher) may help the student to recognize his/her situation in regard to internal/external control and can increase the student's feelings of control in the classroom situation.

Handouts are available which include sample tests for locus of control, outlines of teacher materials, and student worksheets.